

**FACTORS AFFECTING THE COMPLETION RATE OF BOYS IN PUBLIC
DAY SECONDARY SCHOOLS IN MBEERE SOUTH SUB COUNTY, EMBU
COUNTY**

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for the Award of the Degree of Master of Education Management of Chuka
University.**

CHUKA UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration:

This Thesis is my original work and has not been presented for an award of Diploma or Conferment of any degree in this or any other university.

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DEDICATION

This Thesis is dedicated to my wife Augusta K. Waweru, my beloved children Ann Wambui, Brian Mwangi, Grace Murugi and my mother Veronica Wambui.

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I thank the Almighty God for the gift of life, resilience, good health and his divine providence during the study. This far I have witnessed His faithfulness. I am greatly indebted to my supervisors, professor Nelson Jagero, Dr. and Grace Murithi for the commitment and guidance towards the success of this work. They have left an indelible mark in my academic research skills and molded my personality. I thank the principals, deputies, HOD teachers and students in the secondary schools I visited to undertake my research. The cooperation and assistance were marvelous. I am grateful to my wife who encouraged and supported me during the study. My children who persevered the many times they had to miss my attention. Thanks to director of post graduate studies of Chuka university and all education researchers who have gone before me for the exemplary work including Professor George Muthaa, Dr. E Mwenda, Professor Veronica Nyaga. Special thanks to staff members in the faculty of education and resource development for the prompt service they offered. NACOSTI staff for the research permit. County Commissioner Embu, Assistant Commissioner Mbeere South Sub County for the introduction letter and permission to carry out the research, Embu County Director of Education. Finally, my sincere gratitude to the entire Chuka University Management for the opportunity to study in this great university.

God bless you all.

ABSTRACT

The government of Kenya introduced Free Day Secondary Education (FDSE) with a view to increase secondary school education access and raise completion rate of students who were initially deemed unable due to high cost of secondary education. Despite this, a number of students fail to complete education. The purpose of this study was to determine the completion rates of boys in public day secondary schools against the backdrop of the FDSE in Mbeere South Sub-county. The study aimed at establishing home, school and social factors that affect completion rate of boys in public day secondary schools in Mbeere South Sub County. The target population was 2590 students in day secondary schools, 25 principals and 220 teachers. A sample of 338 respondents, comprising of 10 principals, 120 teachers and 208 students in form two, three and four were used in the study. The respondents were randomly and purposively selected. Students were randomly selected. The principals, guidance and counseling and deputy principals were purposively selected. The other teachers, were randomly selected. Correlation research design was used to show the relationship between the selected factors that influence boys' completion rate. The study employed two theories: The Classical Liberal Theory of Equal Opportunity and Herzberg's Two Factor Theory. Questionnaires were used to collect data from the students and teachers while interview was used for the principals in the sampled schools. Pilot study was conducted in Embu West sub-county, which has similar environmental characteristics as Mbeere South Sub-county to test the reliability of the research instruments before the actual data collection. Twenty-eight students and twenty-three teachers were involved the pilot study. The reliability coefficient obtained was 0.753, which is an acceptable reliability coefficient. Validity of the research instruments was improved by expert judgment of supervisors from Chuka University. Descriptive statistics used was frequencies, mean, percentages and standard deviation. The Statistical Package for Social Sciences (SPSS) version 23.0 computer software program was used to analyze the data. Completion rate was rated as good though some students had failed to complete secondary education. On average both students and teachers observed that home related factors did not affect the completion rate but it was affected by school related factors as attested to by the majority of the teachers and students respectively. On social factors majority, and of teachers and students said that completion was also affected by social factors. These are; family economic status type, gender and education level of household and size of the family. School related are principals' administration style, curriculum, provision of learning facilities, teacher student interaction and bullying. Social factors such as drug and substances abuse and negative peer influence. The study is significant since it can help school administrator, teachers, parents and policy makers on what should be done to improve the completion rate. The study recommended that the government should waive all the levies charged students in public day schools in arid areas like Mbeere South, enforce Education and Children Acts that regulate education provision in Kenya. The financial aid given to needy students should be decentralized as it does not sometimes benefit since it is riddled with politics and to some extent corruption. Teachers in public schools should be equipped with pedagogical skills to cater for learners needs in classroom.

TABLE OF CONTENTS

	PAGE
DECLARATION AND RECOMMENDATION	ii
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ACRONYMS AND ABBREVIATIONS.....	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	10
1.3 Purpose of the Study	10
1.4 Objectives of the Study	10
1.5 Research Questions	10
1.6 Significance of the Study	11
1.7 Scope of the Study	11
1.8 Limitations of the Study.....	11
1.9 Assumptions of the Study	12
1.10 Definition of Operational Terms.....	13
CHAPTER TWO LITERATURE REVIEW	14
2.1 Completion Rate of Boys in Secondary Schools	14
2.2 Home-Based Factors	15
2.3 School – Based Factors	20
2.4 Social Factors.....	24
2.5 Cultural Factors That Affect Completion Rate	29
2.6 Theoretical Framework.....	30
2.6.1 The Classical Liberal Theory of Equal Opportunity.....	30
2.6.2 Herzberg’s Hygiene-Motivation Theory.....	31

2.7 Conceptual Framework.....	33
CHAPTER THREE: METHODOLOGY	35
3.1 Location of the Study.....	35
3.2 Research Design.....	35
3.3 Population of the Study.....	35
3.4 Sampling Procedure and Sample Size	36
3.5 Research Instruments	36
3.5.1 Questionnaire	36
3.5.2 Interview Schedule.....	37
3.6 Piloting.....	37
3.6.1 Reliability of Research Instruments.....	37
3.6.2 Validity of Research Instrument	38
3.7 Data Collection Procedures.....	38
3.8 Ethical Considerations	39
3.9 Data Analysis	39
CHAPTER FOUR: RESULTS AND DISCUSSION	41
4.1 Response Rate.....	41
4.2 Demographic Information.....	41
4.2.1 Demographic Characteristics of the Student Respondents	41
4.2.2 Responsibility of Paying School Fees and Education Attainment of the Parent	42
4.2.3 Number of Siblings	43
4.3 Demographic Characteristics of the Teachers	45
4.3.1 Age and Gender	45
4.3.2 Teaching Experience and Responsibility.....	46
4.4 Completion Rate	47
4.4.1 Interview Schedule with Principals on Completion Rate	49
4.5 Home-Based Factors Descriptive Statistics	50
4.5.1 Home Based Factors.	50
4.5.2 Principals Interview on Home Based Factors.....	54
4.6 School Based Factors Descriptive Statistics.....	54

4.7 Teachers Response on School Based Factors	55
4.7.1 Interview with Principals on School Based Factors	57
4.8 Social Factors.....	57
4.8.1 Social Factors Descriptive Statistics.....	57
4.8.2 Interview with Principals on Social Factors	59
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	61
5.1 Summary of Research Findings	61
5.2 Conclusions.....	63
5.3 Recommendations.....	64
5.4. Suggestions for Further Research	64
REFERENCES.....	65
APPENDIX I: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION	72
APPENDIX II: QUESTIONNAIRE FOR STUDENTS.....	73
APPENDIX III: QUESTIONNAIRE FOR TEACHERS	76
APPENDIX IV: INTERVIEW GUIDE FOR THE PRINCIPALS.....	79
APPENDIX V: CHUKA UNIVERSITY CLEARANCE AND AUTHORIZATION	80
APPENDIX VI: NACOSTI AUTHORIZATION LETTER.....	81
APPENDIX VII: NACOSTI PERMIT	82
APPENDIX VIII: EMBU COUNTY COMMISSIONER AUTHORIZATION ..	83
APPENDIX IX: EMBU COUNTY EDUCATION DIRECTOR.....	84

LIST OF TABLES

Table 1: Boys’ and Girls’ Enrolment and Completion Rate Nationally	8
Table 2: Completion Rate of Boys in Embu County	9
Table 3: Education Zones in Mbeere South Sub -County	35
Table 4: Sample Size	36
Table 5: Summary of Reliability Test Results	38
Table 6: Summary of Data Analysis Method	40
Table 7: Response Rate.....	41
Table 8: Age Bracket of Student Respondents	41
Table 9: Students’ grade	42
Table 10: Responsibility of paying school Fees	42
Table 11: Parent education attainment.....	43
Table 12: Number of Sibling in School	44
Table 13: Parents’ occupation.....	44
Table 14: Biographical Information – Age.....	45
Table 15: Gender: The gender of the respondents was indicated in the table below: .	45
Table 16: Number of Years Teaching in Mbeere South	46
Table 17: Responsibility of Teachers	47
Table 18: Students Views on Completion Rate Rating	47
Table 19: Teachers View on Completion Rate	47
Table 20: Teachers Response on Completion Rate in percentages	48
Table 21: Students Response Percentages on Completion Rate	49
Table 22: Home-Based Descriptive Statistics.....	50
Table 23: Teachers response on Home based Factors	51
Table 24: Students Response on Home based Factors.....	52
Table 25: School Based Factors Descriptive Statistics.....	54
Table 26: Teachers Response on School Based Factors	55
Table 27: Students Response on School Based Factors.....	56
Table 28: Social Factors Descriptive Statistics.....	57
Table 29: Teachers Response on Social Factors.....	58
Table 30: Students Response on Social Factor	58

LIST OF FIGURES

Figure 1: Conceptual Framework33

ACRONYMS AND ABBREVIATIONS

BOM:	Board of Management
CDE:	County Director of Education
CDF:	Constituency Development Fund
EMIS:	Education Management Information System
FDSE:	Free Day Secondary Education
GED:	Global Education Fund
HOD:	Head of Department
KCSE:	Kenya Certificate of Secondary Education
KIPPRA:	Kenya Institute for Public Policy Research and Analysis
MDG:	Millennium Development Goals
MOEST:	Ministry of Education Science and Technology
NACADA:	National Commission for Science Technology and Innovation
PTA:	Parents Teachers Association
SCDE:	Sub County Director of Education
SPSS:	Statistical Package for Social Sciences
UNDP:	United Nation Development Program
UNESCO:	United Nations Education, Scientific and Cultural Organization
UNICEF:	United Nations International Children Emergency Fund
USA:	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The universal declaration of human rights in 1948 by UN declares education as basic human right. Education is one of the most important asset a nation has in her disposal for promoting sustainable social and economic development. Education leads to increased productivity as a means of human resource development for communal benefit (MOEST, 2002). Kenya is a signatory to the international protocol that established Education for All (EFA), World Economic Forum (WEF) which was held in Dakar Senegal in 2000. Consequently, Kenya is committed to; elimination of poverty as a hindrance to educational development, promotion of human rights through provision of Education and attainment of sustainable development by the provision of quality basic education for all (Republic of Kenya, 2003).

According to UNESCO (2005) the boy child in the 21st Century is faced with tremendous challenges hence has become vulnerable. Access to education lies at the heart of development. World Bank (2005) asserts that lack of educational access and securely acquired knowledge and skills is both a part of the definition of poverty and a means for eradication. Quality education is influenced by several factors, which include access to education, retention rates, dropout rate, and adequacy of instructional resources. On average 3.4 percent of students who were enrolled in public and private high school in October 2008 left school before October 2009 without completing the secondary school programme. No measurable change was detected in the event dropout rate between 2008 and 2009, however, since 1972, eventual dropout rates have trended downward, from 6.1 percent in 1972 to 3.4 percent in 2009. Among 18-24-year-old, students from the west and South have lower status completion rates 89.1 percent and 89.3 percent respectively in 2009 that their counterparts in the Northeast 90.9 percent among the American students.

Low competition rate is a social problem. It is associated with truancy and juvenile delinquency and low school attainment. Lack of education of parents is said to cause low completion rate among the students. Parent's attitude towards education has a major impact on education. It seems that when either of the parents is educated or

where women are literate, they are more willing to educate their children especially girls to school.

According to Chugh (2011), the huge exit from learning institutions indicate that students, girls more often than boys, are involved in other activities such as taking care of the other siblings, domestic work and help with farm work. Parents play a pivotal role in maintaining learners in school. The indications of home support are determined by such factors as stress free home life, social economic status, sibling's higher completion of high school, single parent house hold, and poor education of parents. The girls who are denied education opportunities disproportionately as compared to boys, suggests a clear out discrimination in household behavior parental and social attitudes in most Indian cultural context tend perpetuate the stereotypes of girls being transient members of families on their way to marriage and boys being the custodians and support their ageing parents.

Education has rightly been conceived as a preparation for life and is a productive activity and an investment in human resource. A country that is developing would never ignore the need for socialization of its citizens of which education is definitely the most important aspect for this purpose. Education is an important component of economic and social development and contributes to the country's economic growth. It builds human capability which is vital in nation building. Without education, social economic development would not be realized (UNESCO, 2014)

Reasons why students fail to complete education can be grouped into home related, school or into community related. Under community related factors such as low socio-economic, low family support, low parental education, residential migration, low acceptance of adult instructions, high level of isolation and the unstable behavior play a great role in affecting the school completion rate. Under school related, factors such as grade retention in school, poor education achievement, academic problems in early grades, not liking school perceptions of unfair or harsh discipline, feeling, unsafe in school, being suspended or expelled, conflict between work and school having to work and school to support family. Under social related; drugs and substance use ,pregnancy, peer pressure, having friends with low or no educational

aspirations at all and having peers or siblings with low or no educational attainment play an important role in school completion (Chugh, 2011).

Completion rate rank is different from one state to another. For example, in Pakistan weak primary education system, non-availability of trained teachers and poor parent-teacher relationship are deemed as major causes of non-completion. In Nigeria, students fail to complete secondary school education to complete education due to; poor educational background of parents, inability of parents to pay school levies, failure of school examination system, poor state of school learning facilities, unemployment of school graduates, dysfunctional homes, parents occupation, school discipline policies, teenage pregnancy, early marriages and very early ambition for business and employment (Woldehana, 2006).

School related factors are policies and activities within the school day that may affect or fail to discourage unbecoming behavior. These factors include actions that occur during the school day and are related to interaction with the educational system. Chronic absenteeism and finding classes uninteresting among others relate to this. Structures and systems that comprise an institutional design (administration, staffing, budget, resources schedules, curriculum, and instruction) support or prevent students' from dropping out. (Burkem, 2003)

The issue of secondary school completion rate has been given priority globally. In USA, there has been variation of student's completion rates across states. In Canada for example, high school completion rate has increased by 11 percent from 1997 to 2010. This was as a result of the state putting completion of students first. The Education system has devised "be in School" programs (Conference Board of Canada, 2013). In other parts of America, the dropout rate of students has led to increased research on the studies in the American System of Education. According to Martin and Halperin (2006) the report on high school completion and dropout rate conducted has observed that approximately two thirds of last year leaners in their system of education get to complete their education four years later than the expected time. The challenge that students in America's public schools face cannot be solved by

educators alone nor can they be solved by parents or families in isolation. Students across the continent are faced by critical social, emotional and environmental issues.

According to Miller (2015), over 1.2 million learners drop out from secondary schools in USA. About 25 percent of high school students fail to complete high school on time. The USA which had one of the highest student completion rates among the developed countries now ranks 22 out of 27 in terms of this. The rapid drop in completion rate has fallen 3% from 1996 to 2010 (Miller, 2015). In 2010, 38 States in USA had higher graduation rates. Vermont had the highest, 91.4% graduating and Nevada had the lowest 57.8% of high school students graduating (Balfariz, 2014). Education completion for students is also a problem in countries of South Asia such as Bangladesh, India, Nepal, Pakistan and Sri-Lanka. According to Haq and Haq, (2000) The rate of participation in schooling is low and the quality of education is not good in some countries. However, in the second half of the twentieth century there has been an, increased education explosion. Enrolment in the South Asian countries has greatly gone up (UNDP, 2001). Low completion rate is a social problem. It is associated with delinquency and low school achievement. Lack of education of parents also causes low completion rate. Parent's attitude towards education has a major effect on education. It seems that when either of the parents is literate or where women are literate, they are more willing to send their children especially girls to school.

According to Chugh (2011), the huge drop-out rates indicates that students, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work and help with farm work. Parents play a crucial role in keeping students in school. The indications of home support are determined by such factors as stressful home life, social economic status, sibling's completion of high school, single parent house hold, and poor education of parents. The girls who are denied education opportunities disproportionately as compared to boys, suggests a clear out discrimination in household behavior parental and social attitudes in most Indian cultural content tend perpetuate the stereotypes of girls being transient members of families on their journey to marriage and boys being the main string of support to ageing parents.

Education has rightly been conceived as a preparation for life. It is a productive activity and an investment in human resource. A country that is developing would never ignore the need for educating its citizens of where education is considered as the most important tool for this purpose that is socializing the citizens. Education is an important component of economic and social development and contributes to the country's growth. It builds human capability which is important nation building. Without education, social and economic development cannot be achieved (UNESCO, 2014).

Motivating students can be chartered by their willingness to continue being involved in the learning process and their long-term commitment to be in school up to the end of the circle. Students need to be motivated at home and in school. Teachers and parents should know that motivation is an important component to encourage learners to continue with their education. When students are motivated, they are able to manage the stress and remain involved in the learning process and show commitment and improvement of grades. They shun such behaviors as absenteeism, truancy and general indiscipline. The older the boy is the greater the risk of not completing the education circle This is because the older the student is because the older the student the less the opportunity cost of schooling and with this there is pressure to work or marry (UNESCO, 2005)

Completion rate differs from one country to another. For example, in Pakistan weak primary education system, non-availability of trained tutors and strained parent-teacher relationship are deemed as major causes of non-completion. In Nigeria, students fail to complete education due to; poor educational background of parents, inability of parents to pay school levies, failure of school examination system, poor state of learning facilities, unemployment of those who graduate, broken homes, parents occupation, school discipline policies, teenage pregnancy, early marriages and very early ambition for business and employment (Woldehana, 2006).

The World Bank (2007) Observes that the security of learning institutions is poor. There is intolerance, discrimination and violence. The girls are the victims Many girls give in to hindrances that prevent them from attending school. They face sexual

harassment from peers and teachers once they are enrolled in some schools. Aggression and intimidation and uncalled for assault such as touching, rape constitute forms of sexual abuse that push the girls out of these learning institutions-

Against the backdrop of rapid economic growth and increased need for skilled workers and set within the framework of the recently agreed sustainable development goals, the government of India has set an ambitious target of achieving near-Universal enrolment in secondary education by 2017. In the recent survey 71% of children had completed secondary education at age 19. Longitudinal data allows the analysis of factors which help or hinder children to progress through school-including gender, household wealth and ethnic background. Retention rate remains a challenge with gross enrolment ratio of just 76.64 for grades 9 and 10 in 2013 -14 and the net enrolment as low as 45.63 (Renu, 2015).

In Africa, international bodies such as UNESCO and UNICEF began to look into ways girls and women were doing in education in 1960s. All attention was drawn to the girl child and the welfare of the boy child was forgotten and that is why he has been vulnerable. UNESCO states that there is a relationship between levels of employment and education. Despite this view about education, the number of boys who join and remain in school has remained low (Michubi, 2005). According to Education for All National Review (2015), Ethiopia suffers a critical problem in the education sector. There is a high dropout rate especially in secondary education. Many students especially in emerging regions and pastoralist areas drop-out of school at early grades. Parents do not want to send their children to school since they are using them as work force in securing their livelihoods (Al-Samarrai & Rose, 2001).

Some families cannot afford their children's daily meal and other expenses related to their education. As a result, they force their children to quit schooling and engage in income generating activities or support family in household chores (Woldehana, Jones & Tefera, 2006). There is internal wastage and if there is no perceived learning improvement the family advises the learners to take up alternative option of quitting schooling. The lower rate of secondary school participation could be attributed to lack of educational facilities to accommodate the demands by graduates of the upper primary cycle. The ratio of primary to secondary is 30,000 primary schools to fewer

than 2000 secondary schools that is a ratio of 15:1. Hence, there is overcrowding in secondary schools (World Bank, 2004).

Graduation from secondary is a very crucial component for enrolment for higher education and certification in a number of occupations. Therefore, lack of progression and drop out is likely to interfere with an individual future earnings and employment opportunities. This is of importance as the demand for unskilled and semi-skilled labour has decreased in most countries. The risk of unemployment is much higher among the people with low or no education at all. The risk being on welfare is even higher in countries like USA. Oreopoulos (2001) asserts that for UK and Ireland, one year of high school has a monetary return of 12%, in addition to positive effects on health and general satisfaction. Rouse (2005) found that dropouts from high school in the USA have high negative income consequences to both themselves and also the society. The social consequences of school dropout include irresponsible sexual behavior, alcohol consumption and drug and substances abuse (World Bank, 2014).

Self-efficacy is defined as one's belief or perception in capabilities to successfully perform a task. Students with high self-efficacy were 1.6 times more likely to complete secondary education. It is not surprising since this affects their motivation to learn and show persistence in difficult times. The children who do three or more hours of domestic work a day are likely to participate in paid work at the age of twelve and are twice more likely to complete secondary education than those who did not participate in paid work (World Bank, 2014).

According to Kenya Institute for Public Policy Research and Analysis (KIPPRA), (2006) Kenya Vision 2030 is relying on the education sector to deliver the necessary skills and build adequate human capital to achieve and sustain Kenya as a middle-income economy. However, the survival rate from class one to form four is below 20 percent while those who survive from class one to university is 1.69 %.

Table 1: Boys' and Girls' Enrolment and Completion Rate Nationally

Form	Form 1	Form 2	Form 3	Form 4	Completion Rate
Year	2013	2014	2015	2016	
Girls	289.3	280.3	296.3	230.3	79.4
Boys	327.8	326.4	306.1	277.1	84.5

Source: Ministry of Education (Provisional) 2016(Figures in 000)

Table 1 shows that between 2013 and 2016 the national completion rate for boys was 84.5 whereas for the girls was 79.4. Though the completion rate for the girls seemed lower than that of the boys, the enrolment of the boys has been higher than that of the girls. Boys have been at a higher risk of completion due to increase use of drugs such as miraa, bhang, alcohol among others. In the area of study motorcycle business is lucrative and boys are the ones engaged and not the girls. The study focused on the boys since there has been no interventions geared towards boys completing secondary education.

According to Education News (2013) the over-emphasis on the girl child education in the former Central Province has seen the number of boys attending school go down. In Nyeri for example the girls registered for KCSE 2014 were more than boys by around 1,200 (Nyeri Education Annual Report, 2012). The same trend is in Nyandarua and Kiambu. Some mixed schools are converted to girls boarding and the boy child is left with few options. Some boys are reported to work in coffee and tea farms, quarries and hawking. Oppression from home and high expectations that man is the only person who can provide for the family has greatly contributed to increased cases of dropout, child labor and abuse (Magondu, 2011). In Bungoma and Kakamega counties, most young men are in the informal business such as "Motor bike taxis". These are mostly school dropouts' who have succumbed to negative peer pressure and drug abuse (Wachinje, 2011).

Boy's education completion can greatly be attributed to home-based factors. Students from larger households are less likely to participate in education compared to smaller ones. This is in connection with provision of labour for family sustenance and educating younger members of the household, or stand-in in case of family

misfortunes such as sickness (Ngondi, 2010). Others include; parents' level of education, economic status, religious background, values, interests of the parents and expectations for their children, age of the household head, gender among others (Odaga, 2007). Well to do Parents with little or no education perceive education as a waste of time and cannot assist their children in school work. These parents hasten to withdraw their children from school in order for them to help domestic chores at home. Fathers are supposed to support their sons in education. In some households they have taken to local brews hence absent. The absence of father in education is a major setback.

Table 2: Completion Rate of Boys in Embu County

Form Sub county	Form 1 2013	Form 2 2014	Form 3 2015	Form 4 2016	Completion Rate (%)
Mbeere South	1593	1560	1470	1380	86.06
Mbeere North	1316	1296	1202	1180	89.6
Embu East	1875	1860	1800	1700	90.5
Embu West	1753	1700	1680	1580	90.07
Embu North	1303	1290	1220	1190	91.03

Source: Embu County Economic Statistical Data (2016)

Table 2 shows that there is lower completion rate of boys in Mbeere South Sub-county compared to the other sub-counties. The percentage decline is mainly in form three and four and in the area of study around two hundred and thirteen boys had dropped out This is higher than any other sub county in the county.

School based factors may have led to low completion rate in public day secondary schools. The issue of teachers attitude towards learners, school administration process and experience of the school administrator, school curriculum, provision of learning materials, non-provision of learner stay programs, over-emphasis on higher mean-scores and cut throat competition among schools may have led to internal wastage; drop out and low completion (Nyeri Education Annual Report, 2012).

The issue of home, school and social factors could have greatly affected the completion rate of boys in Mbeere South-sub County compared to other sub counties in the same locality as shown in Table 2.

1.2 Statement of the Problem

Completion rate among students is a major concern since in day secondary schools, it remains below hundred percent according to the Ministry of Education. There has been need for increased completion rate of secondary education in the country. The government introduced Free Day Secondary, bursary for needy and disadvantaged students all in line with the sustainable development goals and Kenya vision 2030. Based on a number of studies carried out on the completion in secondary school education, a number of factors have been cited as contributing to lower completion. In Embu County, the rate is higher above the national one, but if this study was carried out in Mbeere South, it would examine the effects of home related, school related and social factors which may have played role in the lower completion rate of boys in public day secondary schools compared to other sub counties within the county.

1.3 Purpose of the Study

The study aimed at seeking the effects of home, school and social factors that affect completion rate of boys in public day secondary schools in Mbeere South Sub – County.

1.4 Objectives of the Study

The research was guided by the following objectives:

- i. To establish the effects of the home-based factors on the completion rate of boys in public day secondary schools in Mbeere South Sub County.
- ii. To determine the effects of school-based factors on boys' completion rate in public day secondary schools in Mbeere South Sub County.
- iii. To explore the effects of social factors on the completion rate of boys in day secondary schools in Mbeere South Sub County.

1.5 Research Questions

- i. Do home-based factors have any effect on the completion rate of boys in public day secondary schools in Mbeere South Subcounty?
- ii. Do school-based factors have any effect on the completion rate of boys in public day secondary school in Mbeere south sub county?

- iii. Do social factors have any effect on the completion rate of boys in public day secondary school in Mbeere South Sub County?

1.6 Significance of the Study

Findings would provide school administrators and education policy makers with knowledge on how to improve day secondary school completion rate. Teachers, parents and other stakeholders would be better pillars to support students in public day secondary schools through motivating them. Students may benefit by learning that education is better than being involved in antisocial behavior and seeking informal employment before completing secondary education. Findings may also provide insights to the education policy makers towards implementing sound policies that can curb drop out and enhance retention in public day secondary schools. The study is also expected to add to the body of knowledge on the school, home and social factors that affect the boys' completion rate in public day secondary schools.

1.7 Scope of the Study

The study focused on the effects home-based factors namely; Social Economic Status, family size, gender and education of household head and Education level of the parents. On school-based factors, teachers' attitude towards students, principals' administrative skills such as involving students in some decision making barazas, learning resources and curriculum were considered. Social factors such as peer pressure and drugs were investigated. The study was conducted in Mbeere South Sub-county. Students in form two, three, four and teachers from sampled schools answered the questionnaires. There was an interview with the schools' principals.

1.8 Limitations of the Study

The study limited itself to only one Sub County due to the time limit and for more conclusive results the other Sub Counties should have been considered. There was no possibility of getting views from the parents due to timing of such gatherings as the annual general meeting. The parents' opinion and other stake holders in the area of study would have made the researcher more enlightened on the issue at hand. Some boys thought to have dropped out may have joined the neighboring boarding schools in the same locality or outside the county. The internal wastage in schools interfered

with the actual completion rate. The researcher worked with teachers and local leaders to ascertain the number of boys who had dropped out. Certain factors presented some constraints in the study. These included time, finance and experience on the part of the researcher. The researcher was also not experienced enough to undertake such a research within the limited time. The researcher consulted those who had undertaken research for advice.

1.9 Assumptions of the Study

The study assumed that all the enrolled boys in public day secondary level of education had the capacity to complete their secondary education.

1.10 Definition of Operational Terms

The following is the definition of terms as used in the study.

- Completion Rate:** refers to the number of students who are able to clear cycles for which they are enrolled within a specified time in this case students enroll in form 1 and complete form 4 minus the repeaters.
- Drop Out** Withdrawal from school because of lack of satisfaction with education
- Home Based Factors:** These are influences which are found in the domicile of a learner. In the study these include social economic status of the family, educational level of the parent, gender and age of the parent and the number of siblings.
- Hygiene Factors:** These are influences that relate to the environment where one is. In the study these are rewards accruing from education.
- Motivation Factors:** These are the driving forces that make one to undertake a certain task.
- Public Day School:** Is a learning institution supported by the government and managed by the board of management. Learners report in the morning and leave in the evening since there are no boarding facilities.
- Repetition:** Proportion of students from a cohort enrolled in a given grade at a given school and year who study in the same grade in the following school year.
- School:** This is a learning institution and in this case headed by a principal and managed by the BOM
- School Based Factors:** These are institutional influences such as motivation, goals learning materials, teachers' interactions with students and expectations of the school and administrative skills
- Social Factors:** Are the influences that affect or direct ways of living as one interacts with others
- Student** A learner or someone who attends a learning institution in this case public day secondary school.
- Internal Wastage** Is the repetition of students experienced in a school

CHAPTER TWO

LITERATURE REVIEW

2.1 Completion Rate of Boys in Secondary Schools

The U.S. Department of Education's measurement of the status incompleteness rate is the percentage of 16-24-year-olds who are not enrolled in school and have not earned a high school credential (Brigeland, 2006). This rate is different from the event drop-out and related measures of the status completion and average freshman completion rates. The status drop out was 8.1% in 2009. There are many risk factors that affect completion rate ranging from social, academic risk factors among others. Academic risk factors include those who often have a history of absenteeism and grade retention, academic trouble and more general disengagement from school life (Englund, Michelle, Byron & Collins, 2008). High school dropouts in the US are more likely to be unemployed, have children in early ages among other risks (Caroline, 2003). Every year a large number of students do not complete secondary education in India, the profile of completion rate is that the first and second birth order are more likely to drop from school at the ninth grade (UNESCO, 2006).

Secondary level completion has been justified in many countries all over the world. Among the reasons cited is the need to reduce poverty, promote social, economic equity and direct benefits that accrue from accessing schooling at the secondary level. According to World Bank (2004); Henveld and Odaga (2000), secondary education has been shown to contribute to individual and economic growth. Education investment steers the country in the attainment of the sustainable development goals (SDG's). If a student has opportunity to continue with their studies in secondary school, it can be a motivation to successfully complete primary school.

An analysis of global education trends by United Nations Education Scientific and Cultural organization (UNESCO, 2005) shows that developing countries need some crucial mass secondary completion in order to meet the universal primary education. This view is supported by Chaudhury and Christiaensen (2006) who observes that there is no country that has achieved over 90% primary enrollment without having at least 35% percent secondary enrolment and completion rate. The dropout rate has been termed as a silent epidemic and has been recognized as national crisis by many nations all over the world. This drop out negatively affects nations, communities and

households due to loss of productive workers, high cost of providing social services, crime prevention and increased imprisonment of juveniles.

In Africa, Uganda displays significant disparities in completion rates based on region, refugee status and gender. The Eastern region has the highest proportion 53%, Northern region has 13% (Uganda Bureau of Statistics). In Kenya the completion rate has been a concern as the demographics of high school dropout shows that the National Rate stands at 12%, with male standing at 10.2% and 13.3% female respectively (Statistic Brain, 2010). UNICEF has developed the project of efficient solution to prevent school dropout Rumberger and Larson(2007) conducted a regression analysis to investigate the indicators of drop out they found that drop out can be as a result of socioeconomic status or sometimes gender also parental involvement academic achievement and age cut across all the domains

In Mbeere South Sub-county boys' completion rate stands at 86% against an average of 90% in the county. This is according to the data obtained from statistics office. The local people are peasant farmers and currently there is a mushrooming business of miraa (khat). The education of the boy child is in danger in the miraa growing regions in Mbeere as most boys abscond from schools to engage in miraa business, which is associated with the get-rich-quick people as opposed to education which is apparently quite a process before an educated person could start creating wealth. The boy child has been introduced to miraa business through watering the plant as well as 'mukeyi' (harvesting) (Embu County, 2014). Student related factors are to be blamed for this lower completion rate. These include negative peer behavior, drugs and substance abuse and working so as to earn Others who associate with other drop outs are at a higher risk of dropping out.

2.2 Home-Based Factors

The rate of completion among secondary school students in America is sometimes influenced by racial and ethnicity, where white have a higher completion rate compared to black and Hispanic ones. Those from low income families, from single parenthood, mentally disabled and from families in which one or both parents did not complete high school are the most affected (Collin, 2008). On average 3.4 percent of

students who were enrolled in public and private high school in October 2008 left school before October 2009 without completing a high school programme. No measurable change was detected in the event dropout rate between 2008 and 2009, however, since 1972, event dropout rates have trended downward, from 6.1 percent in 1972 to 3.4 percent in 2009. Among 18-24-year-old, those in west and South have lower status completion rates at 89.1 percent and 89.3 percent respectively in 2009 than their counterparts in the Northeast 90.9 percent. In 2010, the dropout rates of 16 through 24 years old who have not earned a high school credential were 5.1% for white students 8% for black students 15.1% for Hispanic students and 4.2% for Asian students. Low social economic status is a significant predictor of completion rate on academic achievement; this mostly affects the boys (Levin, 2005).

Family stability is a factor which positively influence the completion rate of students in secondary school. Males from single family households were likely to drop out from school Siblings educational attainment is influential in determining the completion rate. Households where elder siblings left school without completing a certain level may deter the subsequent ones from not achieving a higher level In India parental separation and ill health often leads to the need to work and stay back at home to care for siblings. Older boys' dropout from school to look for employment. Children who are orphans find foster homes with relatives and their stay is short-lived and move from home to home. Education becomes the loser in this case. Other students come from families who lead a nomadic life moving from one place to another looking for employment. These are less likely to complete education in secondary school (Gonzales & Cauce, 2004). Poverty, migration and need for employment to support family are major factors behind the higher dropout rate of the boys. Boys are considered as breadwinners and forced to earn at the time of crisis for instance drought. Educationist Milind Wagh calls it "forced out" rather than drop out. Drop out implies as if students are leaving schools willingly. In fact, the system is pushing them out of schools as boys are expected to support the family. They often migrate for jobs and hence unable to complete schooling (Chugh, 2011).

Parental income is a predictor of school achievement and completion behavior (Rumberger & Larson, 2002). High parental income allows them to provide more

resources to support their children's education including access to better quality school, private tuition and more support if living within home. During financial crisis schooling of children becomes the first causality in poor household (Ryan, 2008). The UNESCO Institute for Statistics (Global Education Digest, 2007), observes that households in India pay for more than one quarter (28%) of the cost to send their children to primary and secondary schools. This expenditure poses a very real barrier for children from poor families.

Education level of the parents is also expected to influence the completion rate. Ersado, (2005) observes that the parental education is the most consistent determinant of child's education. Higher parental education is associated with increased access to education, higher attendance rates and low dropout rates (Woldehana, 2006). Parents who have attained a certain level of education might want their children to achieve at least the same level. Level of parental education is an important determinant. Children whose fathers completed secondary school and above are 2.1 times more likely to complete school than children whose fathers had little or no education. Maternal education, while positively correlated with secondary school completion, did not emerge as a significant factor. The importance of parental education prompts question about how policy makers can support parents with lower levels of education to support their children and help them through school concepts. This suggests that it is important to understand how self-efficacy itself is shaped (CABE Committee 2005).

More educated parents are more concerned of their children education and their children have a higher chance of being retained in school unlike less educated ones. Pryor and Ampiah (2003) in a research conducted in a Ghanaian village showed that uneducated parents cannot provide for support and guidance to students in school. They do not appreciate the benefits of education. They are also deemed as ignorant and this causes students to drop out. Brown and Park (2000) research in China indicated that each additional year of a father's education, the probability of his child dropping out fell by 12-14 percent.

Students from poor background are mostly unable to attend school. Dacchi and Garret (2003) asserts that students from better off household are more likely to remain in

school whilst those from poorer are more likely never to have attended or to dropout once they are enrolled. Glick and Sahn (2000) research in Guinea shows that when households income increases there is greater investment in children's schooling. Students drop out of school to look for income generating activities so as to assist their parents in raising income for the family. Most students from poor household dropout of school to look for opportunities to assist their household earn a living (Franklin & Smith, 2011). In a study conducted in India Chugh (2014) noted that if income levels are low, children may be called to supplement the household income, either through wage earning employment or taking on additional tasks to free other household members for work. Hunter and May (2003) call poverty a plausible explanation of school disruption.

Al Sammarai and Peasgood (2000) research in Tanzania suggests that the father's education has a great influence on boys' secondary education. UN data reports that the life expectancy for both females and males stand at 60.2 and 57.8 respectively. There is a growing concern of many young deaths both rural and urban places of Uganda. HIV/AIDS, TB and of late uncertain cancers are claiming more lives. This has led to an estimated 2.6 million orphans in Uganda by 2010 (Uganda Bureau of Statistics, 2010). In developed countries, states take custody of providing for the orphans. In Uganda students are unlucky after losing their parents. Such students have to drop out of school to fend for themselves. Boyle (2004) noted that the number of children within a household is a significant determiner of access to education. Enyegue, Parfit and Eloundou (2000) noted that in larger family size, the financial burden is greater; children are less likely to attend school and often drop out.

According to Nakajjo and Okumu (2008), the completion rate is influenced by the gender of the household head. In female headed households, the completion rate is low. The age of the household head is also another factor that affects the completion rate. As the household head age increases the probability of the student completing education increases. Aged parents often appreciate the importance of education and influence their children to stay at school (Holmes, 2003). Students from single parent families are mostly psychologically disturbed and most likely not able to concentrate in school and eventually drop out. Astone and Mclanaham (2006) argues that single

parent and step families are more likely to drop out than students from two parent families. The type of family that a student lives in does affect the likelihood of dropping out. Family types include; two parents, single, grandparent and step parent (Pong & Ju, 2000). They further observed that children from single parent or female headed households are more likely to drop out than are those with two parents as with those living with grand and step parents.

Students from grand parent families lack self- esteem and mostly are unable to cope with life in school and as a result have high chance of dropping out. Hunter and May (2004) found out that grand- parents were unlikely able to provide adequate socialization resulting to children with low esteem hence unable to cope with school. Orphan hood often exacerbates financial constraints where orphaned children are sent home for fees and this increases their likelihood of dropping out. The type of family where a learner lives affects the likelihood of dropping out from school. Family type includes; two parents, single parent, grandparents and step parents' families. (Pong and Ju, 2000). They also noted that children from single or female headed households are more likely to drop out than children who reside in two parent families as is with those living with step parents. A child relationship with the parent can affect their completion rate. Factors associated with child relationship that negatively affect completion are; physical absence of the parents, limited amount of time parent has with the child. Shankoff and Garner (2012) observes that students whose families have high mobility, hunger, parents in jail, domestic violence, drug abuse are more likely to drop out.

Students from larger households are less likely to complete education compared to smaller ones. This is in connection with provision of labor for family sustenance and educating younger members of the household. It is evident that as the proportion of economically active household members increase, the completion rate of students goes down. This is because a large percentage of economically active members of the family are not economically productive, thereby becoming households' dependent burden (Gomes, 2002).

In Mbeere South Sub-county the completion rate of boys stands at 96.3 %. The economic activities such as miraa farming, working in quarries and sand harvesting

may work against education in the area. The literacy level is a bit low. The sub-county is geographically semi-arid with some areas having low income (Soft Kenya, 2014).

2.3 School – Based Factors

School based factors are structures and activities that promote or deter behavior such as drop out from school. They occur when the school is in session such as chronic absenteeism, truancy and other disciplinary problems Others include retention and poor academic achievement. Structures and systems that comprise a school design; administration, staffing, resources, type of curriculum and assessment are predictors of drop out. In the United States of America students who do not complete secondary education have a history of absenteeism and grade retention and more general disengagement from school life (Collins, 2008). Poor academic achievement is one of the strongest predictors of high school drop-out (Englund, 2008). Grade retention can increase the odds of dropping out by as much as 25% above those of similar students who were not retained (Mason, 2008). School structure, curriculum and size are factors influencing the completion rate. The school curriculum has been found to affect the completion regardless of which course the individual was taking. For example, students who attended schools that offered Calculus or fewer courses below the level of “Algebra One” had a high chance of completion school by 56% (Caroline, 2003).

In 2009, The event dropout rate of students living in low income families was about five times greater than the rate of their peers from high income families. Students from low, middle- and high-income families experienced an overall decline in event dropout rate during the three and half decade period of the mid 1970 through 2009. Students from low-income families experienced an upward trend from 9.5 percent to 13.3 percent while peers from the middle and high-income families experienced no measurable change. Event dropout rates for students from high-income families fluctuated and no measurable trend was found during the period of 14 years. That is 1995 – 2009. Students who pursued a high school education past the typical high school age were at higher risk than those of becoming an event dropout. The 2009 event dropout rate for students in the typical age range 15 through to 17 were lower than those for older students (age 20 through 24) HBF 2 Small schools have a positive

influence on counteracting drop out rate A school vision and interaction with students plays a significant role in tackling completion rate. Students cite parental support as factor that helped them stay in school Lack of parental involvement in an abusive home is a predictor of drop out. Use of a different language at home other than one used in school is a catalyst of non completion(Rumberger,2008)

School size has a very strong non-linear correlation with completion. A study done by Werblow (2009) found that increases in school size can be associated with 12% increase in average student drop-out. Large schools, enrolling between 1500 and 2500 had 12% of the students who did not complete school, (Collins, 2008). Small schools have the lowest dropout rate (Collins, 2008). The type or structure of a school was found to be irrelevant on the completion rate. The only way school structure affected completion rate was through teacher – student relationships. Students who attended schools with more positive student – teacher interaction were less likely to dropout. The effect of this relationship was largely determined by the type of school. In small, or medium sized public or Catholic schools, positive student-teacher relations led to an 86% decrease in the odds of dropout (Collins, 2008). If a teacher identifies a student as on track and having positive attitude towards school but does not necessarily have personal interaction with the student, that student has a low chance of completing education (Enrico, 2005).

The reason why students do not complete education include uninteresting classes (a lack of engagement with school life and classes), unmotivated (students said teachers did not demand enough or were not inspirational) and academic challenges (felt like they could not keep-up, felt unprepared for high school life, had to repeat a grade, or graduation requirements seemed out of reach (Rouse, 2005). In some cases, bullying, harassment or inability to fit into the school community for reasons outside their control are cited for dropping out. Teachers and administrators utilize grade retention as a strategy to improve scores and ensure positive ratings (Mason, 2008). The residential location where a person lives can greatly affect the educational performance. The school resources in most rural areas are inadequate in comparison to urban area. , this is due to economic resources deprivation in these areas (Roscigno, Devcy, & Crowley, 2006.). Hence, schools in rural areas are not able to provide the

necessary educational resources that children need to succeed, such as computers, books, qualified teachers and updated facilities

The children's early literacy skills, such as ability to read words and sentences fluently at the age of 8 means a child is 1.7 times more likely to complete secondary school than children who were not able to do so. Similarly, children who showed better writing skills at the age of 8 were 3.3 times more to progress than children who were not able to write without errors. This clearly suggests that children's successful transition through secondary education begins with effective learning in pre-school and early primary, where the foundations for learning are established (ASER, 2014)

In India it is widely acknowledged that infrastructural facilities, school environment and teachers' attitude exert powerful influences on students' completion of schooling. Balgopalan and Subramanian (2003) describe discrimination against socially disadvantaged groups as terrible and exclusionary. The upper class joins the private schools and the poor attend government schools where teachers belong to the so-called upper caste. Hence the attitude of the teachers, disinterest in teaching these disadvantaged students and poor facilities are significant reasons that affect the completion rate. The attitude of the teachers who hold low academic expectations of particular students tend to treat them (consciously or unconsciously) in a negative way. Some student face verbal abuse, corporal punishment and the general rude behavior of teachers make students to drop out from school. Sometimes, though teachers are qualified, they lack commitment and competence. They are less interested in leading in the classroom but prefer taking private tuitions (Chugh, 2011).

Distance to school also is a barrier for continuing with the schooling. Long distance has a negative impact on attending school. In India schools are not available in the close vicinity of the learners (Wanyama, 2011). Juneja (2004) observes that if distance is far students drop out from school. The time and energy needed to cover distance hinders them from attending school especially in Sub Saharan Africa. Twenty percent of the students who did not complete education cited failure as the reason as well as retention in the same grade which causes embarrassment. Poor understanding at the elementary level is the main factor contributing to low

completion at the secondary level (Boyle, 2002, Hunter and May, 2003). According to UNESCO (2015) school facilities have an impact on access quality, efficiency and equity. The school facilities are tools to attract students in general and girls in particular. In Ethiopia 34.9% of secondary schools had reported that they were operating on double shift system. Water was available but no separate toilets for boys and girls. About 76.1% of secondary had access to electricity and 65% had plasma TV facility.

In Uganda, many students give up education due to consistent failure to get promoted to the next level. According to EMIS (2009), repetition and poor performance in many public schools contribute to the low completion rate. Uganda though the first African country to introduce the universal primary education has the worst school infrastructure both rural and urban. According to the report published by the Uganda Debt Network (2014) Uganda is ranked among the best African countries in trying to reach the second millennium development goal yet it is grappling with the problem of the worst educational infrastructure, this is in terms of classrooms, distance to school and sanitation. Approximately 28% of the students who did not complete school cited lack of interest in school, 20% claimed that overcrowding in classrooms was a major factor. They have to walk for long distances to school (Okumu & Nakajjo, 2008).

In Kenya, school-based factors have led to low completion rate. Teaching and learning resources have an influential role on students' completion. Free day secondary learning entails free writing materials like pencils, pens, exercise books (Macgowen, 2007). However, Enos (2003) asserts that due to high enrolment such are not available especially text books. This affects the students' motivation and they may end up performing poorly, which may lead to retention or failure to complete their education.

The principal is the school administrator who is supposed to promote education participation, set high expectations and standards for the academic and social development of the students. Principals must therefore be able to garner public understanding and support for educational programs that serve the needs of all students (Mason, 2008). Bateman and Bateman (2002) conducted a study and

recommend that principals need to establish and enforce academically focused policies and procedures, provide support and instructional effort and create learning environment that encourage growth, excellence and professional risk taking. Various principals have different experiences of handling students in schools. Principals with past experience are rich in handling various issues within their schools and enhance overall performance of the school (Goodman & Gebeloff, 2009).

According to Embu County (2014) Mbeere South Sub-County, day secondary schools are located far apart and so students have to walk long distances to school. Most are faced with acute shortage of resources and the infrastructure in most of them has not been built to the expected standards. Most of them are Constituency Development Fund aided and lack basic facilities such as water. The enrolment is low. There is an acute shortage of teachers and many of them have been employed by the board of management (BOM).

2.4 Social Factors

The community where a learner comes from plays a crucial role in determining whether a student completes school or not. Community related or social factors are those associated with the current environment where the learner is. Substance use and substance abuse is a factor that strongly affects completion. The use of tobacco, alcohol, cannabis and other illicit drugs are all substances that when used or abused relate to dropping out of school (Townshend Flisher & “King 2007). Substances abuse may bring about deviant nature among the students. The entertainment world also portrays substances users as being the cool kid that does whatever he or she wants. People are socially bound to each other through social norms. The social control theory states that when social norms are broken people cannot be socially controlled because of behavior that goes against what is social (Townshend *et al* 2007). An example of this would be smoking cannabis

The social control on smoking weed is not very strong. Because of this, people will break away from the norm of not smoking to smoking the cannabis which is considered a deviant characteristic that is related to dropping out of school. Mixing behaviors that are problematic with behaviors that are less prove to problems brings

about general delinquency and such students are likely to abuse drugs (Townshend et al., 2007).

Primary socialization states that people who use substances drop out of school to be with their friends, and people learn deviant acts through their peer influences. Those experiencing problems at school are thought to have a way of seeing each other and together they form peer groups. Deviant affiliation is directly connected to this because the more a student corresponds with deviant children the more, they are likely to be deviant.

Drugs and substance use is one way that one can mess up with the brain. Drugs interfere with the normal traffic patterns that the neuro transmitters use. The drugs can limit or fool the receptors or alter their activity. This in turn will affect the way the brain processes and retains information and how one thinks, learns, remembers, focuses and concentrates. Teens who abuse drugs have lower grades, a higher rate of being absent from school thus increased potential for in-completing school (Nacada, 2005). Students who smoke marijuana tend to get lower grades and are more likely to drop out of high school. It also reduces the IQ up to as much as 8 points (National Center on Addiction and Substance Abuse, 2011). In USA the high school seniors (between 16-18 years) who dropped out of school were more than twice likely to be smokers or have smoked in the past month than students who stayed in school (Web MD Magazine, 2017).

In USA there is a relationship between completion rate and family background. Poor family socialization and low parental expectations affect the secondary level completion rate (Burkem, 2003). Parent-child relationship has a bearing on this; the better relationship as demonstrated through positive interaction and parental involvement, the more likely the student will stay in school (Enrico, 2005). This demonstrates that parental support is crucial. In some cases, low completion rate is due to social reasons such as bullying and harassment. High school dropouts make up to 68% of the nation's prison population (Nation Centre for Education Statistics, 2009) and they have a life expectancy that is 3-5 years shorter than those who have

completed high school. If a student has antisocial peers, he is likely to incomplete school regardless of how he is performing in school.

In India, social composition of students in a school is a strong predictor of dropout rates. Students living in slums are likely to have friends as dropouts who may also influence their completion (Gonzales & Cauce, 2004). Alcohol abuse by the parents has a bearing on the completion rate. In such families, the outcomes are family bickering, quarrels and development of problems in children (Chugh, 2011).

In Uganda boys are likely to drop out of school when they impregnate girls and they are forced to marry by their parents. There is high level of death resulting from HIV/AIDS, TB and cancers. This has led to the rise of many orphans who are likely not to complete education. There has been fierce political situation in some areas of Uganda for example the Northern part which has been unstable for 27 years led by Kony. Children have been recruited as army hence they have not been enrolled in school let alone completion of their education (Okumu *et al* 2008).

Negative peer pressure is normally trying things that one would not be interested in such as smoking or taking part in antisocial behavior (Raising Children Network, 2017). According to Black, (2002) peer groups provide a forum where teens construct as reconstruct their identity. Oreopoulos (2004) stated that no other stage of development is one's sense of identify so unstable. A peer labeling process may be contributing to the construction of positive identity or for some negative. Unfortunately, members of group may accept negative labels, incorporate them into their identity, and through the process of secondary deviance, increase levels of deviant behavior. Peer influence involves changing one's behavior to meet the perceived expectations of others (Burns & Darling, 2002).

Wanyama (2011) stated that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. Associating with friends who have a positive affect toward school enhances student's own satisfaction with school whereas associating with friends who have negative affect towards school decreased (Ryan, 2002). UNESCO (2000) asserts

that learners must be nurtured in safe and caring environment that allows them to learn. The Standards (20th February, 2008) commentary argues that school managers have lost control and cannot stop bullying and other unbecoming behavior that makes schools to be like “death camps”. Students who are bullied are aggressive, impulsive and dissipative. He will drop out of school because of fear, loneliness and truancy. Ngondi (2010) reveals teachers directly or indirectly leash violence against students through use of physical punishment like caning which is sometimes brutal. This is against the children Act 2001 (GOK, 2001). The constitution of Kenya (2010) states that every child has the right to be protected from abuse, all forms of violence, in human treatment and punishment.

Low competition rate is social problem. It is associated with delinquency and low school achievement. Lack of education of parents also causes low completion rate. Parent’s attitude towards education has a major effect on education. It seems that when either of the parents is literate or where women are literate, they are more willing to send their children especially girls to school.

According to Chugh (2011),the huge drop-out rates indicates that students, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work and help with farm work. Parents play a crucial role in keeping students in school. The indications of home support are determined by such factors as stressful home life, social economic status, sibling’s completion of high school, single parent house hold, and poor education of parents. The girls who are denied education opportunities disproportionately as compared to boys, suggests a clear out discrimination in household behavior parental and social attitudes in most Indian cultural content tend perpetuate the stereotypes of girls being transient members of families on their journey to marriage and boys being the main string of support to ageing parents.

Education has rightly been conceived as a preparation for life is a productive activity and an investment in human resource. A country that is developing would never ignore the need for socialization of its citizens of which education is considered as the most important tool for this purpose. Education is an important component of economic and social development and contributes to the country’s growth. It builds

human capabilities which is vital nation building. Without education, social economic development cannot be realized (UNESCO, 2014)

Reasons why students fail to complete education can be grouped home related, school or into community related. Under community related factors such as low socio-economic, low family support, low parental education, residential mobility, low acceptance of adult authority, high level of social isolation, disruptive behavior plays a great role in hindering completion. Under school related, factors such as being held back in school, poor academic achievement, academic problems in early grades, not liking school perceptions of unfair or harsh discipline, feeling, unsafe in school, being suspended or expelled, conflict between work and school having to work and school to support family. Under social related; substance use and pregnancy, peer pressure, having peers with low or no educational aspirations and having friends or siblings with low or no education play a vital role in school completion (Chugh, 2011).

Completion rate ranks from one country to another. For example, in Pakistan weak primary education system, non-availability of trained teachers and parent-teacher relationship are cited as major causes of non-completion. In Nigeria, students fail to complete education due to; poor educational background of parents, inability of parents to pay school fees, failure of school examination, poor state of school facilities, unemployment of graduates, broken homes, parents occupation, school discipline policies, teenage pregnancy, early marriages and very early ambition for business and employment (Woldehana, 2006).

School related factor are structures and activities within the school day that may contribute or fail to deter disengaging behavior. These factors include actions that occur during the school day and are related to interaction with the school system. Chronic absenteeism and tardiness to class among others relate to this. Structures and systems that comprise a school's design (administration, staffing, budget, resources schedules, curriculum, and instruction) support or deter students' dropout. (Burkem, 2003)

In Mbeere South sub-county miraa in many households is the source of livelihood in some of divisions of the sub-county. Young people are employed to "pick" at a price

commonly known as “mukei” which is done from midnight. Consumption of the same is not outlawed. Young people who do not go beyond the eighth grade are involved in this lucrative business. They lure the others in secondary school to join them in the business and hence completion rate goes down (Embu County, 2014). Smoking of marijuana cannot also be overlooked as characterized by lack of attention, loss of memory, ability to learn consistently and clumsiness among learners which are common, then the eventual drop-out from the learning institution (NACADA, 2011).

2.5 Cultural Factors That Affect Completion Rate

Hunter and May (2000) describe a relationship between family background and dropping out from school. Boys from poor families, from single parents and poorly educated and those with fewer role models in higher education were more likely to drop out from school. Cultural practices have always favored boys in the African community these include practices such as inheritance, being the head of the family, owning assets etc. Boy child dropout can be attributed to the fact that the boy child is the inheritor of the property and this makes the boys to drop out from school. Cultural practices such as livestock farming influence the boy learner to drop out so as to take care of the animals. Other cultural norms such as boys showing any form of weakness and emotions is unacceptable. These may lead to emotional strife as boys are not supposed to show or share their problems. On the other hand, crusaders of equity have placed a lot on girl child education so as to meet the EFA) goals 200) leading to the ignoring of the boy child education. Boys are more affected because they are told to behave in a mature manner right from their child hood and at their adolescent especially after circumcision, despite their age. They can be asked to take care of their young siblings in a mature way. Some religious believers and doctrines if not well monitored and evaluated can cause indiscipline among boys especially adolescence. (Hunter & May 2005)

Circumcision as ancient roots among several ethnic groups in sub-Saharan Africa and is still performed on young boys to show their transition to adulthood. Traditionally there are communities that are training their boys before circumcision up to four months away from home and when they come back they rarely continue with education since they are taken as men cultural and traditional belief is that children

are born to earn more for the family. A child is just another source of income and is traditionally family put children into business rather than sending them to school. On pretext of training them they make the child work for many hours and this has made the boy child to drop out of school. Cultural and traditional values stand between students and their prospects for education and this explains the deeply rooted inequalities in education which condemn girls to a life without quality education.

(UNICEF (2005) Observed that in rural India the income of the father was linked to the continuity or dropout of the child in school with the father of most drop outs not employed. Poverty and economic challenges of the family leads to lack of motivation, negative self-esteem in terms of academic excellence, failure at school., domestic violence, delinquency and higher dropout rates.

Odaga and Heneveld (200) took to account the gender dimension of dropout, who are adolescents and find it difficult to communicate to their parents and may lack the psychological support they need to keep them in school and so they drop out.

2.6 Theoretical Framework

The study will adopt The Liberal Classical Theory and Herzberg's Hygiene-Motivation Theory.

2.6.1 The Classical Liberal Theory of Equal Opportunity

The roots of this theory can be traced to Rousseau (1712 – 1778), who claimed that the 'natural' statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. The writer of the American Declaration of independence claimed that all people are created equal; born with the same moral and political rights. It follows from the belief that social institutions such as education should in some sense attempt to treat people equally. American educator Horace Mann (1796-1889) called education "the great equalizer".

Liberalism is a policy that considers individual liberty and equality as the most important goal. It emphasizes individual rights and equality of opportunity. Liberal theories support provision of basic rights to all and seek to avoid discrimination

Procedural liberalism allows individuals to pursue their own vision of life within the framework of the state law. Wolfe (2009) observes that classical liberalism emphasizes the individual and says that society must be organized to allow the individual to live a good life in the way that he chooses. It therefore follows that deliberate steps must be taken by the society to ensure that education is accessible and affordable for all learners, boys inclusive.

Opportunity for all individuals is the main concern of the classical liberal theory. Individuals are born with abilities, talents and given amount of capacity which to a large extent is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers that prevent boys from taking advantage of their inborn talents through education (Orodho, 2004).

Kenya should pursue the goal of equal distribution of education opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are likely to complete secondary education. Psachoropolous and Woodhall (1985) noted that increased dropouts, absenteeism and repetition occasioned by the financial inability of poor families to sustain their children in schools affect their completion rates in public day schools. The FDSE allocated by the government should be supported to ensure that all enrolled students complete their secondary education. The theory is relevant for study since cost sharing discriminates against poor families who cannot afford fees to sustain their children in school. Bursaries for the needy students are sometimes coupled with nepotism and political affiliations. This discriminates against the needy students who fail to complete secondary education.

2.6.2 Herzberg's Hygiene-Motivation Theory

The satisfaction or dissatisfaction of whatever one undertakes is determined by recognition, the task itself, responsibility and advancement. When this are satisfied, there will be improved performance and good results. According to the theory, there are two distinct factors of satisfaction and performance in an organization; hygiene (extrinsic) factors and motivators (intrinsic factors). The hygiene factors (dissatisfiers) relate to the environment, in this case home, school or the social set-up of the learners. If the hygiene factors are not adequately fulfilled, the result is dissatisfaction. If

appropriate hygiene factors are provided, students will not be dissatisfied with their education, but neither will they be motivated to perform at their full potential (Deschiels Jr. Kera & Kaynak, 2005). Motivators are related to actual execution of the work and relate to job satisfaction when present but not dissatisfaction when absent. These result to high student motivation, satisfaction and commitment.

Hygiene factors related to secondary schools includes; availability of learning resources, teachers' attitude towards the learners, principal's administrative skills and distance to school. Home based include the parent's age, education and gender, economic status and the number of siblings. Social hygiene factors are negative peer pressure, drugs, bullying among others. Factors cannot of themselves produce motivation, but if they do reach a certain point, would act as inhibitors/dissatisfiers in education completion and therefore discourage boys in completing their education. Motivators would include desire to complete education due to benefits accruing, pride that one is literate, compliance to the legislations such as the Children Act and Education Act which discourages any dehumanization of students. Guidance and counseling of students would diminish negative peer pressure, bullying and drug abuse. High family economic status entails provision of learning materials by the parents, payment of school levies and basic necessities which acts as motivators for the learner to complete schooling.

2.7 Conceptual Framework

The following conceptual framework was used in the study to show the relationship between the variables.

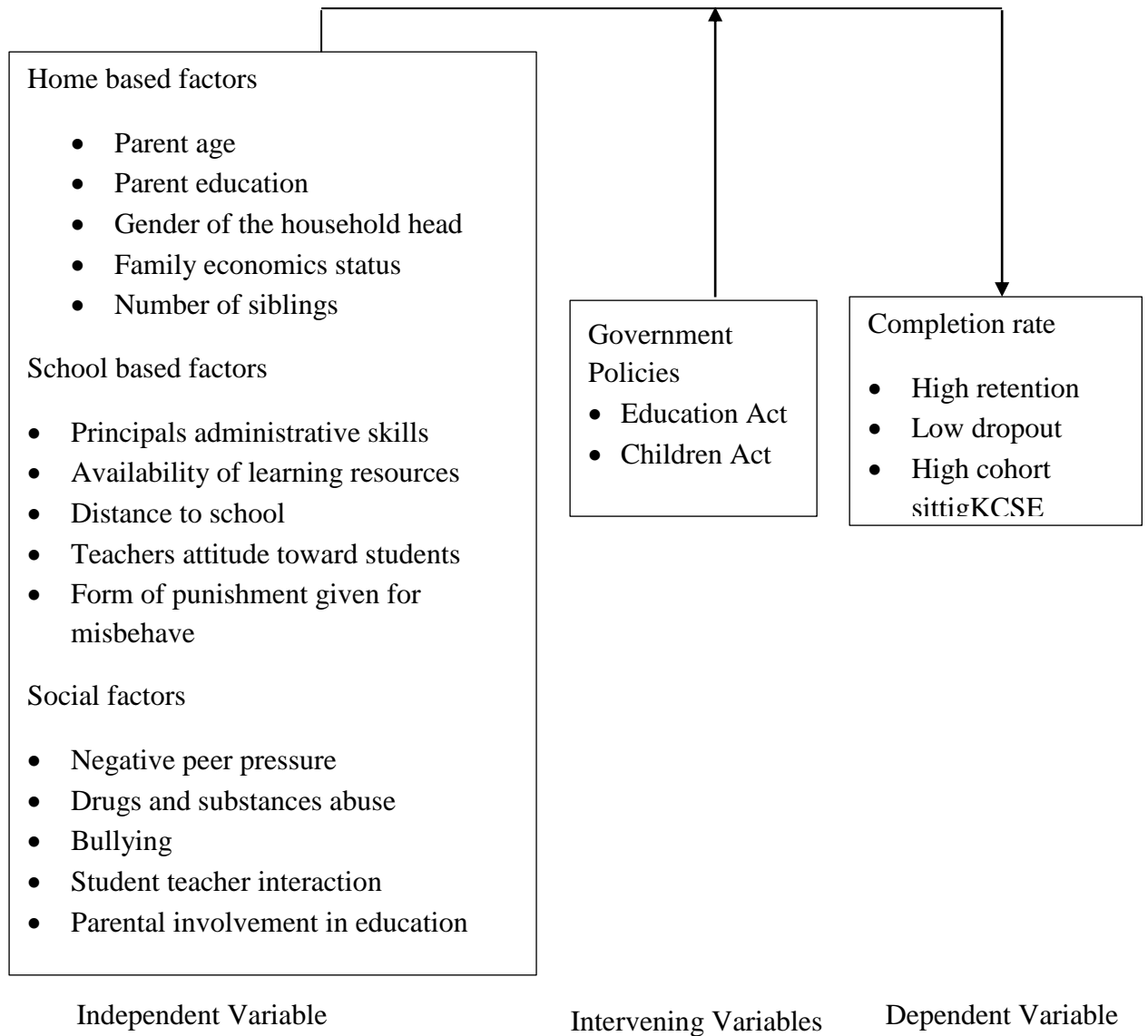


Figure 1: Conceptual Framework

Figure 1 indicates how home, school and social factors have greatly affected the completion rate of boys in public secondary schools. Poverty may result in parents being unable to provide education resources, pay school fees which may lead to low completion rate. Drugs and substances abuse and negative peer pressure have been thought to push boys out of school, hence the assumption that completion rates are low with very few boys sitting KCSE, less joining universities and colleges and few

skilled workers. Legislations such as Children Act which discourages any form of dehumanization of learners may alleviate the problem. Government policies such banning of repetition in secondary schools, corporal punishment, holiday tuition would make the completion rate goes down.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

The study area was conducted in Mbeere South Sub-county, Mbeere South borders Machakos to the South, Kirinyaga to the West and Mbeere South to the East. The area has about thirty public day secondary schools. There are five zones namely: Kiambere, Kianjiru, Rwika, Makima and Mwea. Geographically the sub county is more expansive compared to the other sub counties and has more schools. The place is more economically viable because of the large tracks of arable land. The area has many schools but lower completion rate.

3.2 Research Design

The study adopted descriptive survey research design. This research design is used to obtain information concerning the current status of the phenomena and draw valid conclusions from the facts discovered. Therefore, the design is appropriate for this study which sought the effects of home, school and social related factors on the completion rate of boys in public day secondary schools in Mbeere South Sub County.

3.3 Population of the Study

Table 3: Education Zones in Mbeere South Sub -County

Zone	No. of day schools	Students population	Teachers population	Total
Kiambere	6	620	54	680
Kianjiru	5	540	50	595
Rwika	1	100	9	110
Makima	7	700	52	759
Mwea	6	720	55	781
Total	25	2590	220	2925

Source: Sub County Education Office

The area has twenty-five-day schools two hundred and twenty teachers and student population of two thousand nine hundred and twenty-five drawn from the five zones.

3.4 Sampling Procedure and Sample Size

According to Orodho (2012) the items selected for a study constitute a sample: sampling is the process of selecting a member of individuals of the population as representative of the entire group. According to Kathuri and Pals (1993), a population of 2835 requires a sample of 338 study respondents obtained from the twenty-five schools (Appendix 1). The sample size consisted of 10 principals, 120 teachers and 220 students. The students in form two, three and four were randomly selected but teachers and principals were purposively selected as shown in Table 4.

Table 4: Sample Size

Description	Population	Sample size	Sampling procedure
Principals	25	10	Purposive
Teachers	220	120	Purposive
Students	2590	208	Simple Random
Total	2835	338	

3.5 Research Instruments

This study utilized questionnaires and interview schedule to obtain the data

3.5.1 Questionnaire

Questionnaires are research instruments that gather data over a large sample (Tromp, 2006). The questionnaire is a convenient tool for the study since it enables the researcher to gather bulk information within limited time span and with minimal cost. It facilitates easy and quick acquisition of information. The instrument gives the respondents ample time to give well thought and researched answers. There were questionnaires for students (Appendix II). The questionnaires were divided into sections A B C D and E. Section A covered the bio data of the student. Section B contained the views of the students on the completion rate of the boys. Section C was on the home-based factors, section D covered the school-based factors and E captured the social factors that affect the completion rate of the boys. The questionnaire answered by teachers (Appendix III) had five sections as the ones given above only that it was more detailed in the bio data since it captured responsibility in the school, gender, age and qualifications.

3.5.2 Interview Schedule

An interview is the oral administration of a questionnaire (Mugenda & Mugenda, 1999). It is a face to face encounter. Interviews are crucial since they provide correct in-depth information which may not be captured in the questionnaires. It is also a tool that can explore sensitive and personal information Creswell (2009) asserts that an interview allows the researcher to control over the line of questioning and thus the respondent will be controlled to avoid irrelevant information. Structured interview schedules were applied in order to get in depth information about the variables of the study. Interviews were administered to the principals since they are the ones who handle daily the issues related to students. The interview enabled the researcher to counter check some of the information provided in the questionnaire especially ones related to the students.

Orodho (2012) asserts that it is a method which entails following a rigid procedure and seeks answers to a set of pre-conceived questions. It is a discussion to get information which may either be facts or opinions. Interview administered to the principals was divided into five sections; A B C D E. Section A contained the bio data of the principals. B, the information on completion rates C, home based factors affecting completion, D school- based factors, E explored the social factors.

3.6 Piloting

Pilot study helps to identify ambiguous and irrelevant items in the questionnaire. Piloting should be done in the place which has similar environment and characteristics as the area of the study. The sample should be 10% of the sample projected for the larger population. A total of 28 students and 23 teachers were used in the pilot study. It enabled the researcher to evaluate the clarity of instruments and the problems the respondents encountered in the process of answering the questions. Piloting was done in Embu West sub-county.

3.6.1 Reliability of Research Instruments

According to Orodho (2009), reliability is the extent to which a questionnaire, test, observation or any other measurement produces the same results on repeated trials. It is the stability or consistency of scores over time or across raters. Random errors are

factors deviation from the true measurement due to factors that have not effectively been addressed by the researcher. This might occur due to inaccurate coding, ambiguous instructions to the subjects, interviewers' fatigue, or bias (Mugenda, 2003). The study used pilot questionnaires which were divided into equivalent halves, and then calculation was made of the correlation co-efficient for the two halves using Spearman Brown Prophecy formula. A reliability coefficient of 0.753 was obtained making the instrument to be considered reliable.

Table 5: Summary of Reliability Test Results

Variable	No. of items	Cronbach Alpha	Comments
Completion Rate	5	0.748	Reliable
Home Based Factors	5	0.772	Reliable
School Based Factors	5	0.793	Reliable
Social Factors	5	0.702	Reliable
Average		0.7537	Reliable

Reliability test checks for consistency of measurement instruments. This study used Cronbach's alpha to test reliability, a threshold of 0.7 was used. This study found a reliability of above 0.7 for all variables and the overall reliability indicating that the instrument was reliable.

3.6.2 Validity of Research Instrument

Validity is the degree to which a test measures what it is supposed to measure (Gay, 1992). Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular consent. Content validity was ensured through expert judgment. The researcher consulted supervisors, experts and professionals in the department of education to give advice. Face validity was ensured through the pre-test survey that was done.

3.7 Data Collection Procedures

The researcher obtained the clearance and authorization letter from Chuka University Ethics Review Committee and further research permit and authorization Letter from NACOSTI. The researcher presented the permit to the Embu County Director of Education and County Commissioner to be allowed to collect data from the respondents. The research permit was shown to the principals of the sampled schools

where the researcher left the questionnaires which were given to the students and teachers and interviewed the principals as per the interview schedule. The researcher first visited the sampled schools to make necessary arrangements with the principals and the teachers. The questionnaires were left in the schools so that the researcher could go for them when they had been filled by the teachers and the students during the time, they deemed convenient within the duration of the two weeks. When collecting the questionnaires, the researcher had made prior arrangements with the principal for the interview.

3.8 Ethical Considerations

Ethics is described as a set of moral principles that offer rules and behavioral expectations about the correct conduct (Strydom, 2005). During the research the rights of the participants were considered. Voluntary participation by the respondents was encouraged and were informed that the information collected was for academic purpose only. The responses given were handled with anonymity by the researcher. The research was based on participants' voluntary informed consent. The researcher produced the letters obtained from the county commissioner and county education office and informed the respondents that any information given would be treated with confidentiality.

3.9 Data Analysis

Data that was obtained from the study was organized, coded and analyzed using both descriptive and inferential statistics. Data coding using computer based statistical package for social science (SPSS) Version 23 was used in data analyses. Qualitative data was analyzed thematically by grouping similar responses together as per the study objectives. Quantitative data was analyzed using descriptive statistics such mean, frequencies, standard deviation and percentages.

Table 6: Summary of Data Analysis Method

Research question	Independent Variable	Dependent variable	Statistical analysis Method
Do home-based factors have any effect on boys' completion rate in public day secondary schools?	Home based factors	Completion rate	Mean, percentage
Do school-based factors have any effect on completion rate of boys in public day secondary schools?	Social factors	Completion rate	Mean , percentage
Do social factors have any effect on completion rate of boys in public day secondary schools?	School based factors	Completion rate	Mean percentage

CHAPTER FOUR RESULTS AND DISCUSSION

4.1 Response Rate

The response rate was as shown in the table below.

Table 7: Response Rate

Respondents	No.	Response	%
Teachers	120	120	100
Students	220	220	100
Total	340	340	100

Two hundred and twenty students, one hundred and twenty teachers were sampled for the study and the response rate was as shown in the table above. Ten principals were also interviewed. All the sampled students and teachers responded to the questionnaire although some were incomplete. This response rate raised the confidence level in the results and hence could make the researcher to draw logical conclusion.

4.2 Demographic Information

These included gender, age, form and number of siblings in school of the students' respondents. The education level of the parents, occupation and responsibility of fees payment were also considered. For the teachers, age, qualification, gender, responsibility and length of stay in the area of study were considered.

4.2.1 Demographic Characteristics of the Student Respondents

The age of the student respondents was captured in Table 8

Table 8: Age Bracket of Student Respondents

Student's age	No.	%
14-15	13	5.9
16-17	142	65.1
Above 18	63	28.8
Total	218	99.8

Table 8 shows that majority of the students were aged 16-17 years followed by those above 18 years This was good as they could give varied answers. This also indicated

that many students in day secondary schools are in the right ages as estimated by the current education curriculum in Kenya and could give correct responses.

Table 9 Students Respondents Form

The students' grade or form they were in was captured in table 9

Table 9: Students' grade

form	No.	%
2	57	26.7
3	89	41.7
4	67	31.4
	213	99.8

In Table 9, majority of the students were in form three that was 41% followed by those in form four at 31%. This enabled the researcher to have varied responses from the students. Having a higher percentage of students in form three was an added advantage for the researcher because they had been in school for longer time and knew their colleagues if any who had dropped out from school.

4.2.2 Responsibility of Paying School Fees and Education Attainment of the Parent

A question was asked to indicate who bore the responsibility of paying fees. The responses are shown in Table 10

Table 10: Responsibility of paying school Fees

Fees payment	No.	%
Both parents	133	60.7
father	38	17.3
mother	46	21.0
guardian	2	0.9
	219	99.9

On fees payment, 38.3% of the parents were singly paying school fees a condition which may be brought about by dysfunctional families , orphan hood single parent, separation or divorce whereas 60.7 % had both parents paying school fees. Only 0.9 percent had their fees paid by the guardians. The findings are relevant as they shed some light on gender roles considering that 21.0% of mothers compared to 17.3% of

fathers were paying fees for their sons. A concerted effort of both parents paying fees for their children the value parents put on the education of their children and drop out could be minimal. Very few students had their fees paid by guardians or well-wishers as mentioned here above is positive in completion of secondary education.

The question on attainment or their parent education level had the responses given in table 11

Table 11: Parent education attainment

Education level	No.	%
Never gone to school	2	0.9
Primary	70	32.1
Secondary	134	61.4
College/University	12	5.5
Total	218	99.9

Table 11 shows that 61.4 % of the parents had attained secondary education and would probably wish their children to attain the same. It is also evident that 32.1% had primary education an indication that they may also value education. According to Ersado,(2005) Literate parents can appreciate the benefits of education and are likely to assist and support students in school. They also help them to do school assignments. Only 5.5 % had achieved post-secondary education hence secondary students may lack role models or people in the society worthy emulating. Only 0.9% of the respondents who were illiterate an indication that the values education and going by the reviewed literature drop out should be minimal in this area due to parental education attainment. On the other hand a parent who is not educated may not be in a position to offer sound advice or assist the students in school work. Ryan (2008) observed that the level of parent education enhances children education attainment.

4.2.3 Number of Siblings

Respondents were requested to indicate the number of siblings in school and then the occupation of their parents and the responses are shown in Table 12 below

Table 12: Number of Sibling in School

Number of siblings	No.	%
1	22	10.1
2	37	17.1
3	58	26.5
4	69	31.9
5	30	13.8
Total	216	99.4

It was observed that 31.9% of the students had four siblings in school as shown in the table 11.13.8% had five siblings in school and 17.1% had two. The larger the family the higher the possibility of students failing to complete education because of the fees burden especially in low economic potential areas. 27.2% had only one or two siblings hence possibility of less fees burden. In India for example 28% of the family income goes to cater for education in primary and secondary meaning the larger the family the more the fees burden. (Rumberger,2002)The number of siblings can adversely affect the capability of the parents to provide all the basic facilities or requirements to students in school.

The respondents indicated their parents' occupation as shown in table 13 below.

Table 13: Parents' occupation

Parents occupation	No.	%
Farming	146	72.1
Self-employed	47	21.4
business	16	6.0
Private /public employed	11	0.5
	220	100

Most of the parents, that is 72.1% were farmers as shown in the table above. Farming compared to self-employment, business private or public employment may not be a lucrative venture owing to unfavorable weather pattern experienced in the county of the study which is semi- arid. According to (Woldehana, Jones & Tefera, 2006) in large families, children's education is likely to suffer if the family income is not consistent. In some cases, children are called upon to boost the family income by seeking employment or standing in for the parents as they go out to work. They also observed that in families where money is scarce, food becomes an issue and hungry

students do not concentrate in class and are likely not to complete school. Provision of education materials becomes a challenge in such households. Parents occupation even affects the students performance in school as some occupations cannot fully support education in terms of financing while others deprive the parents time to follow the students progress in school.

4.3 Demographic Characteristics of the Teachers

The teachers' ages, gender, teaching experience in the area of study and responsibility were investigated. It was necessary in the study as it could give some insights especially in school related factors.

4.3.1 Age and Gender

The teachers' respondents were asked to indicate their age and the results were shown in Table 14.

Table 14: Age

Age	No.	%
20-30	31	26.5
31-40	29	24.7
Above 41	57	48.7
Total	117	99.5

Majority of the teachers were above forty one years as shown in Table 14 . This could have been as a result of government freezing employment experienced two decades ago. Young teachers may not decisively handle matters relating to students since they may lack knowledge and expertise attained through many years of service and students may not feel comfortable when dealing with old teachers because of the generation gap.

Table 15: The gender of the respondents was indicated in the table below:

Gender	No.	%
Male	58	48.4
Female	62	51.6
	120	100

Female teachers were more than their male counterparts as shown in Table 15 above. Male teachers prefer masculine professions or they have transferred to other areas as the study location is a hardship area which may not be attractive to enterprising males. On the other hand, female teachers can be motherly while handling issues related to boys.

4.3.2 Teaching Experience and Responsibility

Respondents were asked to indicate their teaching experience in Mbeere South as well as the responsibility in their respective schools and results were analyzed in Table 16 and 17.

Table 16: Number of Years Teaching in Mbeere South

Teaching experience in Mbeere South	No.	%
Below 1 year	10	8.4
1-5 year	62	53.8
6-10 years	30	25.6
Above 10 years	18	15.2
Total	120	100

Table 16 shows that 15.2 percent of the teachers had worked in the area for more than 10 years. 53.8 percent had worked between 1 and 5 years. Teachers who have worked in an area for long are likely to realize the problems affecting the students thus offer tangible and better solutions to problems such as drop out. Those who have worked for a period below 1 year to five could have transferred from other areas and still learning the culture of the schools they are in and the area in general. Teachers experience has a significant impact on handling of the students. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas. They are open to correction and are less dictatorial in schools. They are also able to assist students who have different learning abilities due to prior knowledge and experience.

Table 17: Responsibility of Teachers

Responsibility	No.	%
Deputy principal	10	8.3
HOD	24	20.5
assistant teacher	86	71.5
	120	100

There were more classroom teachers who were involved in the study Classroom teachers sometimes do not handle directly crucial matters relating to students as deputies and HODS do. Possibility of having more teachers handling students matters outside classroom could improve completion rate since majority of them interact with students on daily basis.

4.4 Completion Rate

Both students and teachers' respondents were asked to rate the completion rate on the scale ranging very good to very poor as indicated in Table 18 and 19 below:

Table 18: Students Views on Completion Rate Rating

Students	No.	%
Very good	25	11.4
Good	110	50.0
Average	70	31.8
Poor	15	6.8
Very poor	0	0
Total	220	100

Table 18 indicated that 50 percent of the students' respondents felt that the completion rate was good. 11.4 percent felt that it was very good 8.8 percent felt that it was average. Paltry 6.8 % felt that it was poor and no one rated it as very poor which was positive to the study. The varying responses meant that drop out was inevitable

Table 19: Teachers View on Completion Rate

Teachers	No.	%
Very good	5	4.2
Good	50	44.2
Average	10	8.8
Poor	40	35.3

Table 19 indicated that 11.4% of the teachers felt that the completion rate was very good. 50% rated it as good and only 6.8% said that it was poor. The teachers view is better since they understand the trend of completion and dropout better than the students. The principals observed that completion rate was good although some students had failed to complete secondary education.

Table 20: Teachers Response on Completion Rate in percentages

Statement	SA	A	U	D	SD
If a student is forced to repeat a form and does not improve, he drops out from school.	25	33.6	7.7	20	13.6
Students who post poor results academically drop out before they complete fourth form.	4.1	24.1	12.7	41.4	17.3
Students who are not guided and counseled are likely to drop out before completing the fourth form.	13.6	34.1	10	24.5	15
Students who are motivated though performing poorly complete their secondary school education.	35.9	40	7.3	8.6	5.5
Students who absent themselves from school eventually drop out regardless of whether they are doing well in school.	20.9	30	8.2	25	15
Average	19.9	32.3	9.18	23.9	13.28

A total of 33.6 % of the teachers observed that forced repetition without improvement made student to drop out from school and 41.4% responded that poor results made students to stop schooling. Teachers also observed that counselling and motivation were necessary as shown in 34.1 40 percent of the responses Absenteeism may be an early indicator of drop out as responded by the 30% of the teachers.

Table 21: Students Response Percentages on Completion Rate

Statement	SA	A	U	D	SD
If a student is forced to repeat a form and does not improve he drops out from school.	40.4	34.0	6.6	15	18.6
Students who post poor results academically drop out before they complete fourth form.	5.0	20.2	16.5	44.2	14.1
Students who are not guided and counseled are likely to drop out before completing the fourth form.	15.4	32.1	14.0	22.5	15
Students who are motivated though performing poorly complete their secondary school education.	40.8	50.6	3.4	2.5	2.7
Students who absent themselves from school eventually drop out regardless of whether they are doing well in school.	31.0	35.8	10.5	19.6	3.1
Average	26.52	34.52	10.2	17.46	10.7

Majority of the students agreed that forced repetition made students drop out from school. They disagreed that posting poor results made them stop schooling before completing secondary education .47% responded that counselling was crucial for students to complete schooling so was motivation where 91.4% responded that it was an important component that determined whether a student completed education or not. 66.8 % observed that absenteeism was a predictor of school completion.

The study concurred with the USA case where students who do not complete education have a history of absenteeism and grade retention and more disengagement in school life (Collins,2008).⁷

4.4.1 Interview Schedule with Principals on Completion Rate

Principals observed that the completion rate was fairly good. They observed that some students some students had failed to complete education. They observed that their schools had minimum grade which was supposed to be attained by students. Remedies such as remedial teaching being prevailed upon to repeat the form counselling were some of the measures that were put in place. Absenteeism was rampant in most of the schools and could be attributed to eventual drop out. The

principals interviewed had been in the area of study for more than four years. Some were of the opinion that the completion rate was good with a few rating it as average. They said that they had a minimum grade which students were supposed to attain at the end of year which attracted remedial work, being prevailed to repeat the form, discussion of results with parents upon non-attainment. Absenteeism was not very rampant but to some degree it did not cause drop out.

4.5 Home-Based Factors Descriptive Statistics

To test for normality of data, descriptive statistics was used. The mean was used to determine the average of the data and standard deviation was used to measure dispersion from the mean. This was explained by Table 22

Table 22: Home-Based Descriptive Statistics

	Mean	Std. Deviation	N
Completion Rate	3.3782	0.69585	340
Home-Based Factors	2.484	0.76436	340

Table 22 shows that the data is normal, unbiased and it can be used reliably to make inferences in this study. The mean represents generalization of data indicating that the data values were average. The standard deviation for the variables are not close to zero which depicts that values are not concentrated around the mean, all variables had almost the same mean and deviations implying that it would have similar effect on the independent variable.

4.5.1 Home Based Factors.

Elements of independent variable home-based factor were analyzed as shown in table 23.

Table 23: Teachers response on Home based Factors

Statement	SA	A	U	D	SD
1 A student whose one or both parents did not go to school may also fail to complete education.	8.2	6.8	6.8	43.2	35
2 Parental income is an indicator of whether a student completes secondary education or not.	22.7	37.7	6.8	18.6	13.6
3 In female headed households' boys do not complete education.	6.8	7.3	6.8	37.7	40.9
4 The age of the household head determines whether student's complete education or not.	4.1	9.1	9.5	33.6	42.3
5 Students from large families are unlikely to complete education.	5.9	9.5	5	37.7	41.4
Average	9.54	14.08	6.98	34.16	34.64

The responses from the teachers indicated that parental education was not an indicator to show if a student would complete secondary education as shown by the 43.2 % of the respondents but parental income was, though 15% of the teachers felt that if both parents did not go to school their children might fail to complete education. This is positive in this study. The gender of the household head was not a determinant of secondary school completion as shown in the 37.7% and 40.9% of the respondents, but 15.1% were of the opinion that in female headed families boys failed to complete secondary education as also found in the reviewed literature which is positive in the study. The respondents were also negative on age of the parent and size of the family. 79.9% felt that the age of the family head did not influence the completion rate of the boys in secondary school though 13. % felt that it did. The size of the family only attracted 15.4% of the respondents who observed that it had a bearing. The teachers 'response could be varied since illiterate parents, low income homes, single mothers young and large families send their children and support them until they complete secondary education. On average 23% of the teachers observed that completion rate of boys was affected by home based factors which positive to the study.

Table 24: Students Response on Home based Factors

Statement	SA	A	U	D	SD
A student whose one or both parents did not go to school may also fail to complete education.	7.9	10.5	2.6	71.1	7.9
Parental income is an indicator of whether a student completes secondary education or not.	62.1	25.3	5.0	2.6	5.0
In female headed households boys do not complete education.	2.2	5.3	20	50.0	22.5
The age of the household head determines whether students complete education or not.	15.0	20.1	10.1	35.2	19.6
Students from large families are unlikely to complete education.	13.0	24.0	8.7	20.8	33.7
Average	20.04	17.04	9.26	35.94	17.76

Students felt that the parental level of education; mothers being household heads and parent age did not influence their secondary completion but 17.5% attested to the fact that students whose one or both parents did not go to school may not also complete secondary education. Only 7.5% agreed that in female headed households' boys failed to complete secondary education and this was significant in the study. According to Ersado (2005) parental education is the most consistent determinant of child's higher attendance rate and drop out. Parents who have attained a certain level of education might want their children to achieve at least the same level. Despite that, many uneducated parents send their children to school and support them to complete secondary education. The students disagreed on mothers heading families where only 7.5% felt that it affected the secondary school completion rate. 34% were of the opinion that students from large families failed to complete secondary education and this was significant in this study. On and age of the household head 35% responded positively that it affected the completion rate against 54.5% who felt that it had no positive effect on the completion rate. 20% were undecided on the gender of the family head and how it affected the completion rate. From the literature review there was feeling that in female headed household boys failed to complete secondary education. 87% of the students observed that parental income was a major determinant as to whether students completed secondary education.

Parental income predicts school achievement and completion behavior according to (Rumberger & Larson, 2002). Students from poor households also complete secondary education contrary to (Levin 2005) who observed that social economic status is a significant predictor of completion mostly for boys. Nakajjo and Okumu, (2008) observed that completion is influenced by some households' characteristics. Aged parents according to (Holmes, 2003) appreciate the importance of education and influence their children to stay as school. Gomes (2002) asserted that students from larger families are less likely to complete education compared to smaller ones. Young, uneducated and not well to do parents also send and support their children in school. The findings did not concur with Dachi and Garret (2003) who observed students from poor background are mostly unable to attend school and concluded that students from better off households were more likely to remain in school whilst those from poorer were more likely to have attended or dropped out once they enrolled. Glick and Sahn (2000) research in guinea indicated that where household incomes increased there was greater investment in children's schooling. Levia, (2005) observed that social economic status is a significant predictor of completion mostly for boys, which was not supported by this study.

The study did not also concur with Collins findings among the American students who observed that the low family income, single parenthood, a situation where one or both parents did not complete high school education resulted to low completion rate of students (Collins, 2008). The same was also observed by (Ersado, 2005). Nakajjo and Okumu (2008) also found out that among the Ugandan students the completion rate was low if the students were orphans or if the mother was the head of the house hold which is not true in the area of study. Gomes (2002) realized that the size of the family was a determinant of the completion rate. In large families, the rate of drop out was high. This was because a large percentage of economically active members of the family may not be economically productive, thereby becoming households' dependent. The age of the parents according to (Holmes, 2003) also influenced the completion rate of students as he observed that aged parents want their children to stay at school. Higher parental education is associated with increased access to education, higher attendance rates and low drop- out rates. Parents who have attained

a certain level of education might want their children to achieve at least the same level or higher (Woldehana, 2006).

4.5.2 Principals Interview on Home Based Factors

From the interview, principals observed that some students from large families sometimes failed to complete secondary education due to financial burden. Some boys drop out to fend for their families or they were employed to do some tasks to earn money which they combined with education. In dysfunctional families, students sometimes fail to complete education but the numbers were very low. Principals observed that many parents in the region valued education and wanted students to complete secondary education.

4.6 School Based Factors Descriptive Statistics.

To test for normality of data, descriptive statistics was used. The mean was used to determine the average of the data and standard deviation was used to measure dispersion from the mean. This was explained by table 21

Table 25: School Based Factors Descriptive Statistics

	Mean	Std. Deviation	N
Completion Rate	3.3782	.69585	340
School-Based Factors	3.3347	.78816	340

Table 21 shows that the data is normal, unbiased and it can be used reliably to make inferences in this study. The mean represents generalization of data indicating that the data values were average. The standard deviation for the variables were not close to zero which depicts that values are not concentrated around the mean, all variables had almost the same mean and deviations implying that it would have similar effect on the independent variable.

4.7 Teachers Response on School Based Factors

Elements of independent variable school-based factors were analyzed and shown in table 26

Table 26: Teachers Response on School Based Factors

Statement	SA	A	U	D	SD
Students who do not complete secondary education have a history of absenteeism and repetition.	26.8	38.6	5.5	15.5	13.6
Students who attend school with more positive student-teacher relationships do not drop out from school	34.1	31.4	7.7	15.9	10
Students who find classes uninteresting don't complete secondary education.	10.5	20.5	13.2	27.3	27.7
The school infrastructure, facilities and environment do not contribute to students failing to complete education.	20	20.5	3.2	28.6	27.3
School administrators who use authoritarian style of leadership makes students to drop out from school.	23.6	13.6	5.0	25	21.4
Average	23	24.92	6.92	22.46	20

Teachers responded that grade retention and absenteeism made students to drop out from school as shown in the 26.8% and 38.6 % of the responses given by the teachers. The positive teacher student relationship was advocated by the 65.5 % the respondents. The nature of lessons whether uninteresting or otherwise was refuted by 55% of the respondents. The school infrastructure and facilities did not affect the completion rate. The teachers also disagreed on the style of leadership style exercised by the school head as seen in the 25% and 21.4% respectively. On average, the teachers' responses indicated that school related factors caused low completion rate.

Table 27: Students Response on School Based Factors

Statement	SA	A	U	D	SD
Students who do not complete secondary education have a history of absenteeism and repetition.	65.8	7.9	13.2	7.9	5.3
Students who attend school with more positive student-teacher relationships do not drop out from school	57.9	15.8	2.6	7.6	15.8
Students who find classes uninteresting don't complete secondary education.	10.9	68.1	2.6	10.2	8.2
The school infrastructure, facilities and environment do not contribute to students failing to complete education.	80.2	7.5	4.4	2.6	5.3
School administrators who use authoritarian style of leadership makes students to drop out from school.	7.9	15.8	53.0	20.5	40.5
Average	45.3	23.1	15.16	9.76	15.02

Students respondents observed that those who dropped out had a history of repetition and absenteeism. They attested to the fact that those who attended schools with positive teacher -student relationship they did not drop out from school. They also said that students who found classes uninteresting they were likely to fail in completing education. 53% of the students' respondents were undecided on principals style of leadership. 80% of the students felt that school facilities influenced their completion rate.

The study has concurred with findings whereby in America, students who have a history of absenteeism and repetition have a more school disengagement. Collins (2008) and Rouse (2005) observed that students who find classes uninteresting and unmotivated may eventually drop- out. According to Balgopalan and Subramanian (2003) Indian students believe that infrastructural facilities influence completion rate. UNESCO (2015) observed that Ethiopia students are attracted by facilities particularly the girls. School administrators with past experience are rich in handling various issues within their schools and enhance overall performance (Goodman & Gebeloff, 2009). School infrastructure should be improved as they attract students so are the basic facilities which enhance learning. A school administrator who does not involve the students in decision making makes them to drop from school. Uninteresting classes may make learners to withdraw from the learning process and eventually drop out from school. School infrastructure is associated with conducive

learning environment which may improve results and act as motivation to stay and complete education.

4.7.1 Interview with Principals on School Based Factors

The principal observed that the schools without basic facilities did not attract many students but were not sure whether those who dropped out was due to facilities, just as it was to distance to school. They attested to the fact that performance goes hand in hand with completion as it is with underperformers who may drop out from school. It was only in rare circumstances that the attitude of the teachers towards the students affected their performance. They also observed that teachers do not label students as weak or lazy which demotivates sometimes making them to drop out from school.

4.8 Social Factors

4.8.1 Social Factors Descriptive Statistics.

To test for normality of data, descriptive statistics was used. The mean was used to determine the average of the data and standard deviation was used to measure dispersion from the mean.as shown in Table 28.

Table 28: Social Factors Descriptive Statistics

	Mean	Std. Deviation	N
Completion Rate	3.4310	.69585	340
School-Based Factors	3.4820	.72551	340

Table 28 shows that the data is normal, unbiased and it can be used reliably to make inferences in this study. The mean represents generalization of data indicating that the data values were average. The standard deviation for the variables were not close to zero which depicts that values are not concentrated around the mean, all variables had almost the same mean and deviations implying that it would have similar effect on the independent variable.

Table 29: Teachers Response on Social Factors

Statement	SA	A	U	D	SD
If a student smokes marijuana, drinks, chew miraa he is likely to get lower grades and eventually drop out from school.	39.1	35.5	3.2	9.1	12.3
If a student is bullied and harassed in school he may stop schooling.	31.8	40	11.8	8.6	5.0
If a student has anti-social peers he may drop out from school regardless of his performance.	23.6	38.6	10.5	14.1	12.3
Alcohol abuse by parents does not have a bearing on secondary completion rate.	18.6	41.4	9.1	17.7	9.1
Teachers attitude towards learners influences their completion.	34.5	33.6	9.1	9.1	12.3
Average	27.52	37.8	8.74	11.72	10.2

Majority of the teachers that is 74.6 % observed that drugs use in high school led to poor academic performance and the eventual dropout from school. Bullying was also a factor that led students to dropout as indicated by the 71.8 % of the teachers. Alcohol abuse by parents also contributed to low completion rate as shown in the 60% of the teachers' respondents. Majority of the teachers that is 77.9% observed that their attitude towards students influenced their completion rate. 62.2 % of the teachers observed that students who had anti-social peers ended up dropping out from school regardless of their performance in school due to peer influence.

Table 30: Students Response on Social Factor

Statement	SA	A	U	D	SD
If a student smokes marijuana, drinks, chew miraa he is likely to get lower grades and eventually drop out from school.	69.1	10.7	2.4	12.6	6.2
If a student is bullied and harassed in school, he may stop schooling.	60.8	12.9	13.2	7.9	5.3
If a student has anti-social peers, he may drop out from school regardless of his performance.	63.2	10.9	2.9	10.5	12.5
Alcohol abuse by parents does not have a bearing on secondary completion rate.	7.9	10.5	2.6	71.1	7.9
Teachers attitude towards learners influences their completion.	2.8	10.1	5.3	10.9	70.9
Average	46.76	10.9	5.28	22.6	2056

The student respondents observed that drug and substances abuse led to lower grades and eventual drop out as shown in the 69.1 and 10.7 of those who strongly agreed and 10.7 percent of those who agreed. The same was reflected on bullying and having friends who abuse drugs. They refuted the fact that alcohol abuse by the parents affected completion rate. They also observed that teachers' attitude towards students did not affect completion rate. This also did correspond with the teachers' response. On average social factors affect completion rate of boys in public day secondary schools.

The study concurred with Chugh (2011) who observed that in India alcohol abuse by parents has a bearing on completion rate. In such families the outcomes are family bickering, quarrels and development problems in children. Teachers and parents take alcohol and possibility is not outlining its negative effects among learners in school. They also label students which sometimes demotivates them. Peer pressure has negative impact among students which makes them to abuse drugs which leads to eventual drop out from school. The society has few role models who young people can emulate thereby becoming deviants. Disciplining of students has been left to the teachers which does not complement the guidance and counselling role they are mandated to undertake. Shonkoff and Garner (2012) observed that students whose families have high mobility, homelessness, hunger, parents in jail, domestic violence, drug abuse are more likely to drop out. The changing nature of the family also affects schooling access (Edet & Ekegre, 2010). The study concurs with (Burkem, 2003) who observed that if a student has antisocial peers, he is likely to drop out from school regardless of his performance.

4.8.2 Interview with Principals on Social Factors

Principals observed that drugs and substances abuse was rampant in schools and this affected the completion rate. Students who abused drugs were in most cases absent from school, they mostly performed dismally and eventually drop out and who continued may have been doing so because of the potential clientele among the other students. Negative peer influence was common in schools as students wanted to involve themselves with their peers even those on drugs. Among the drug users, absenteeism, general indiscipline and truancy were common. Drug users appeared

withdrawn from the learning process. They observed that bullying was not rampant but could not be ruled out as not affecting the completion rate. Peer pressure was also affecting completion rate as students emulated those who had drop out from school and were perceived by their peers as doing well.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Research Findings

Chapter one provided the background against which the study was developed. It described importance of education to individuals' communities and the nation. The chapter then shows the recent completion data both nationally and in the area of study the data on completion of girls was included to give insight on their completion though not much was alluded to in the study. Home-based, school based social and cultural factors affecting completion have been highlighted but the respondents were not subjected to the cultural factors. The statement of the problem, rationale for the study was looked at against this backdrop. Study objectives, research questions and the significance of the study were looked at in this chapter which further looked at the, assumptions, scope of the study A section on definition of terms was also included.

Related literature was reviewed under various subheadings in chapter two of the document. The literature was reviewed from different parts of the world such as USA, India and Pakistan, Ethiopia and Uganda. The study also alluded other parts of the country such as Bungoma, Nyandarua and Nyeri. Also included in this chapter was theoretical and the conceptual framework. Chapter three looked at methodology used in the study. It looked at the research design location of the study population sampling procedures and sample size. It also gave a description of research instruments piloting to assertion their reliability and validity. Procedure regarding data collection and analysis was also discussed.

Chapter four organized and discussed the results as per the objectives of the study. Demographic information of the respondents was discussed In the chapter. The findings of the home, school and social related factors were looked at.

The first research objective was to establish the home- based factors did not that affect the completion rate of boys in public day secondary schools in Mbeere South- sub county. The findings established that there was no significant relationship between home-based factors and completion rate. It was evident that home – based factors had not negatively impacted on completion rate as it was assumed that students drop out from school due to poverty or type of family a student comes from, The study

established that parent level of education had no bearing on completion rate or where parents who have attained a certain level of education- may wish their children to achieve the same. Rarely, did boys drop out from school to fend for their families. The age and gender of household head affecting completion rate was not a factor that affected the completion rate. The general feeling was that boys who have no male figure in their homes tend to establish themselves as such and in so doing may be unruly to their mothers and even abuse drugs early, and have so many questions unanswered and may be defiant to their mothers, hence not completing secondary education. Boys who did paid menial jobs while they were still in school could not manage it along with education.

Based on the second objective, the completion rate is affected by school-based factors. Students agreed while teachers strongly agreed that if a student attends a school with a more positive teacher – student interaction he does not fail to complete education. They also agreed that students who have history of repetition or absenteeism may fail to complete education. Teachers respondents agreed that school administrators who use authoritative style of leadership and does not involve students in a dialogue may make them to drop out from school but the student respondents were undecided so was the general view on students who do not find lessons interesting while in school. Both students and teachers' respondents were undecided on school infrastructure and facilities. School infrastructure such as classrooms, library and well-equipped laboratories motivate students to learn as a result of accruing good performance that might result from these facilities. Where such facilities are missing, students tend score low grades which leads to demotivation and maybe their eventual dropout. Principals who do not involve students in dialogue may not find out what may be affecting some of the students. Being closer to them through dialogue leads to discovery of some problems that may be affecting them. For example, some families may be dysfunctional where a student has to fend for himself and in such a situation, the administrator may come in and involve the authority so as to salvage such a boy. The inferential statistics confirmed that there is a statistically significant relationship between school-based factors and completion rate of boys in day secondary schools. Students also had a feeling that teachers did not care about

their welfare in school, they had constantly done poorly, they did not feel safe in school and they opted to drop from school.

The third objective of the study was to establish the effect between social factors and completion rate. The findings showed that completion rate was affected by social factors. Teachers' respondents strongly agreed that drug abuse affects completion rate, which the student respondents attested to. Both teachers and student respondents agreed that bullying and harassment may affect completion rate. Students observed that those who befriend the ones who abuse drugs may end up dropping out. Alcohol abuse by parents according to students had no negative effect on completion rate a fact that teachers disagreed. The students also felt that teachers' attitude towards them influence their completion rate, a fact that teachers disagreed. This attitude could be skewed towards the positive or negative. Teachers who bear with students no matter the situation such as scoring poor grades, social maladjustments, psychological imbalance among others may make them change their self-esteem and eventually complete secondary education as opposed to those who would not accommodate their behavior. Teachers should be the role model and mirror for the students. The completion rate of boys in public day secondary schools. Was affected by the social factors.

5.2 Conclusions

Drawing from the first objective of the study, boys' completion rate was not affected by home-based factors. The general belief was that some parents were unable to pay for their sons though students responded that parental income was a factor that affected completion rate.

Findings from the study showed that school- based factors affect completion rate of boys in public day secondary schools. Provision of basic facilities and infrastructure, engaging students in dialogue cultivated positive teacher-student interaction and discouraging students grade retention would enhance higher completion rate of boys in public day schools. Though this was the case home related factors could not be ruled out as not affecting completion rate as some respondents agreed to the issues raised.

From the findings on the social factors which affect completion rate, it was evident that minimizing the effects of social factors would increase the completion rate of boys. It was also ascertained that there was general poor performance, which was attributed to social factors.

5.3 Recommendations

Drawing from the research findings, the study makes the following recommendations;

- i. Government may consider to ban all others levies charged students in public day schools and do with the subsidies that the government has provided.
- ii. The government through grants can provide day schools with infrastructure and enough learning materials
- iii. Strict Legislation should be enacted on drugs and substances abuse in secondary schools and those who will flout the rules should be punished. Guidance and counselling should be strengthened.
- iv. Since successful secondary transition starts from effective learning in pre-school and early primary where the foundations of learning are established, strong structures may be laid to support this proposition.

5.4. Suggestions for Further Research

Further research in the following related areas can be done:

- i. An assessment of the challenges faced by secondary school administrators to curb dropout in public day secondary schools.
- ii. A comparative study on boys' and girls' completion rate in public secondary schools.
- iii. Establish the relationship between school related factors and completion rate

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APPENDIX I
TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN
POPULATION

Table for determining needed samples(S) from a given finite population (N) cases such that the sample proportion is within plus or minus 0.5 of the population proportion with a 95% level of confidence

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	237	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note” N” is population size

“S” is sample size

Extracted from Kathuri and Pals (1993), introduction to educational research, Njoro: Egerton University Press

APPENDIX II
QUESTIONNAIRE FOR STUDENTS

You are kindly requested to fill in the questionnaire. All the information you provide will be treated with confidentiality. There are no correct or wrong answers. The responses will be used for academic work only.

SECTION A: Biographical Information of the Student

1. Age: 14-15 () 16-17 () Above 18 ()
2. Form 1 () 2 () 3 () 4 ()
Gender: Male () Female ()
3. Education attainment of the parent:
Never gone to school () Primary () Secondary ()
College () University ()
4. Who pays your school fees?
Both parents () Father () Mother () Guardian () Well-wishers ()
5. Number of children at school in the family
1 () 2 () 3 () 4 () 5 ()
6. What is the occupation of the your parent / guardian
Farming () Self-employed () Business () Private / public
employed ()

SECTION: B COMPLETION RATE

How would you rate the completion rate of boys in your school?

Very good () Good () Average () Poor () Very Poor ()

Please indicate a tick [√] in the box to choose the most appropriate response as indicated in:-

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD – Strongly Disagree

Statement	SA	A	U	D	SD
1. If a student is forced to repeat a form and does not improve, he is likely to drop out of school.					
2. If a student posts poor results academically he may drop out before completing fourth form.					
3. If a student is not guided and counseled he is likely to drop out before completing the fourth form.					
4. If a student is motivated though performing poorly he may complete my secondary school education.					
5. If a student absent himself from school eventually he may eventually drop out regardless of whether he is doing well.					

SECTION C: Home Based Factors.

Please indicate a tick [√] in the box to choose the most appropriate response as indicated in:-

Statement	SA	A	U	D	SD
1. The parent's level of education may affect secondary completion rate.					
2. Parent's level of income affects secondary education completion rate.					
3. If the mother is the head of the family students are unlikely to complete school.					
4. The age of father or mother determines whether students complete education					
5. If a student comes from a large family he may not complete secondary education.					

SECTION D: School Based Factors

Statement	SA	A	U	D	SD
1. If a student has a history of absenteeism or repetition may fail to complete school.					
2. If a student attends a school with more positive student-teacher relationships does not drop out from school					
3. If a learner finds classes uninteresting he doesn't complete secondary education.					
4. The school infrastructure and facilities e.g. Library, laboratory do not contribute to students completion secondary education.					

5. School administrator who uses authoritarian style of leadership and does not engage students in dialogue makes them to drop out from school.					
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SECTION E Social Factors

Statement	SA	A	U	D	SD
1. If a student smokes marijuana, drinks, chew miraa he is likely to get lower grades and eventually drop out from school.					
2. If a student is bullied and harassed in school he may stop schooling.					
3. If a student has anti-social peers he may drop out from school regardless of his performance.					
4. Alcohol abuse by parents does not have a bearing on secondary completion rate.					
5. Teachers attitude towards learners influences their completion.					

APPENDIX III
QUESTIONNAIRE FOR TEACHERS

You are kindly requested to fill in the questionnaire. All information you provide will be treated with confidentiality. There are no correct or wrong answers.

Section A: Biographical information of the teachers please indicates a tick to choose the most appropriate response and where comments are required use the space provided.

1. Age 20-30 () 31-40() Above 40 ()
2. Gender Male () Female ()
3. How long have you been teaching in Mbeere South
Below 1 year () 1-5 years () 6-10 years () Above 10 years ()
4. Your responsibility in the school
Deputy Principal ()
HOD ()
Assistant teacher ()
5. What is your academic qualification
Diploma ()
Graduate ()
Post graduate ()
Any other specify

SECTION B: Views of the teachers on the completion rate.

How would you rate the completion rate of boys in your school?

Very good () good () average () below average () Poor ()

Please indicate a tick [] in the box to choose the most appropriate response as indicated in;

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD – Strongly Disagree

Statement	SA	A	U	D	SD
1. If a student is forced to repeat a form and does not improve he drops out from school.					
2. Students who post poor results academically drop out before they complete fourth form.					
3. Students who are not guided and counseled are likely to drop out before completing the fourth form.					
4. Students who are motivated though performing poorly complete their secondary school education.					
5. Students who absent themselves from school eventually drop out regardless of whether they are doing well in school.					

SECTION C: Home Based Factors.

Please indicate a tick in the box to choose the most appropriate response in the box

Statement	SA	A	U	D	SD
6. A student whose one or both parents did not go to school may also fail to complete education.					
7. Parental income is an indicator of whether a student completes secondary education or not.					
8. In female headed households boys do not complete education.					
9. The age of the household head determines whether students complete education or not.					
10. Students from large families are unlikely to complete education.					

SECTION D: School Based Factors

Statement	SA	A	U	D	SD
1. Students who do not complete secondary education have a history of absenteeism and repetition.					
2. Students who attend school with more positive student-teacher relationships do not drop out from school					
3. Students who find classes uninteresting don't complete secondary education.					

4. The school infrastructure, facilities and environment do not contribute to students failing to complete education.					
5. School administrators who use authoritarian style of leadership makes students to drop out from school.					

SECTION E Social Factors

Statement	SA	A	U	D	SD
1. Students who smoke marijuana tend to get lower grades and are more likely to drop out from school.					
2. Low completion in secondary can be attributed to bullying and harassment.					
3. If a student has anti-social peers he drops out from school regardless of his performance.					
4. Alcohol abuse by parents does not have a bearing on completion rate.					
5. Teachers attitude towards learners does not influence their completion.					

**APPENDIX IV:
INTERVIEW GUIDE FOR THE PRINCIPALS**

You are kindly requested to give answers for the following questions. All the information provided will be treated with confidentiality. There are no correct or wrong responses.

1. Number of years as the principal
2. Length of stay in the current station
3. Number of years one has worked in that capacity in Mbeere South Sub-county.
4. General comment on the boys, completion rate in the school.
5. The number of boys enrolled in form 1 and sat for KCSE in the following years

Completion Rate.

1. Does the school has a minimum grade which a student must attain at the end of the year?
2. If the students doesn't attain the grade above what happens?
3. Is there absenteeism in your school? Is it true that students who regularly absent themselves from school eventually drop out?

Home based factors

1. Are there students from large families dropping out in your school?
2. Does education attainment, age and gender of the household head affect completion rate?
3. Do boys drop out from school to provide for their families?

School based factors

1. Do students drop out if the school lacks facilities?
2. Does distance to school affect completion rate?
3. Is it true that students who regularly score low grades drop out?
4. Does the teachers' attitude towards the students affect their completion rate?

Social Factors

1. Are boys lured by their peers to stop schooling?
2. Does the use of drugs and substances affect learners and their eventual drop-out?
3. Does bullying affect the completion rate of boys?
4. Does parental involvement in school matters affect completion rate?

APPENDIX V
CHUKA UNIVERSITY CLEARANCE AND AUTHORIZATION

CHUKA

Telephones: 020 2310512
020 2310518



UNIVERSITY

P.O. Box 109
Chuka

OFFICE OF THE CHAIRMAN
INSTITUTIONAL ETHICS REVIEW COMMITTEE

Our Ref: CU/IERC/NCST/18/14

6th March, 2018

THE CHIEF EXECUTIVE OFFICER
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
P.O. BOX 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH CLEARANCE AND AUTHORIZATION FOR DAVID NDEGWA, REG
NO EM15/11662/13**

The above matter refers:

The Institutional Ethics Review Committee of Chuka University met and reviewed the above MED Research Proposal titled **Proposal titled Selected Factors that Affect School Completion Rate of Boys in Public Day Secondary Schools in Mbeere South Sub-County, Embu County, Kenya** The Supervisors are **Prof. Nelson Jagero and Dr. Grace Muriithi**

The committee recommended that after candidate amends the issues highlighted in the Attached research clearance and authorization check list, the permit be issued.

Attached please find copies of the minutes, research clearance and authorization check list for your perusal. Kindly assist the student get the research permit.

Yours faithfully,

Prof. Adiel Magana
CHAIR
INSTITUTIONAL ETHICS REVIEW COMMITTEE
cc: BPGS

APPENDIX VI
NACOSTI AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/97834/23128**

Date: **20th June, 2018**

David Waweru Ndegwa
Chuka University,
P. O. Box 109-60400
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors that affect school completion rate of boys in public day secondary schools in Mbeere South Sub County, Embu County: Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Embu County** for the period ending **21st June, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Embu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embu County.

The County Director of Education
Embu County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII
NACOSTI PERMIT

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
**RESEARCH CLEARANCE
PERMIT**

Serial No.A 19017

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. DAVID WAWERU NDEGWA
of CHUKA UNIVERISTY, 0-60113
KIRITIRI, has been permitted to conduct
research in Embu County

Permit No : NACOSTI/P/18/97834/23128
Date Of Issue : 20th June, 2018
Fee Received :Ksh 1000

on the topic: **FACTORS THAT AFFECT
SCHOOL COMPLETION RATE OF BOYS IN
PUBLIC DAY SECONDARY SCHOOLS IN
MBERE SOUTH SUB COUNTY, EMBU
COUNTY: KENYA**



for the period ending:
19th June, 2019


.....
**Applicant's
Signature**


.....
**Director General
National Commission for Science,
Technology & Innovation**

**APPENDIX VIII
EMBU COUNTY COMMISSIONER AUTHORIZATION**

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: Embu 0202310839
FAX 30040
Email: ccembu@gmail.com
When replying please quote

COUNTY COMMISSIONER
EMBU COUNTY
P.O.BOX 3-60100
EMBU

Ref: EBU.CC/ADM/3/37/VOL.11/ (217)

25th June, 2018

Deputy County Commissioner
MBEERE SOUTH SUB COUNTY

RE: RESEARCH AUTHORIZATION

Please be informed that **David Waweru Ndegwa**, Research Permit No. **NACOSTI/P/18/97834/23128** of **Chuka University** has been authorized to carry out research in your Sub County for a period ending **21st June, 2019**.

His research is based on "**Factors that affect school completion rate of boys in public day secondary schools in Mbeere South Sub County**"

Kindly accord him the necessary assistance.

Thank you.

A handwritten signature in black ink, appearing to read 'Ambrose K. Njeru', with a long horizontal stroke extending to the right.

**AMBROSE K. NJERU
FOR: COUNTY COMMISSIONER
EMBU COUNTY**

Copy to:
David Waweru Ndegwa

APPENDIX IX
EMBU COUNTY EDUCATION DIRECTOR



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Provedu". Embu
Telephone: Embu 31711
Fax: 30956
E-mail: cde.embu@yahoo.com
When replying please quote:

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY
P. O. BOX 123-60100
EMBU

Ref. No: EBC/GA/32/VOL.IV/7

25th June, 2018

David Waweru Ndegwa
Chuka University
P. O. Box 109-60400
CHUKA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI/P/18/97834/23128 dated 20th June, 2018

This office acknowledges receipt of your research authorization to carry out research on "Factors that affect school completion rate of boys in public day secondary schools in Mbeere South Sub-County, Embu County, Kenya," for a period ending 21st June, 2019.

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.

GRACE MUGU
For: COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY

Copy to: The Director Quality Assurance & Standards – MOEST, NAIROBI
 The Secretary/CEO, NACOSTI – NAIROBI
 The County Coordinator of Health, EMBU COUNTY
 The Sub-County Director of Education, MBEERE SOUTH

